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ABSTRACT

Teacher leaders provide the key to meaningful change being sustained in schools and classrooms. This book, based on 10-years' experience in collaboration on staff-development activities, provides information on the development of teachers as leaders. Each chapter concludes with a discussion of different stakeholder roles in developing teacher leaders. Following the preface, chapter 1 describes three potential teacher leaders and defines the assumptions of teacher leadership. The second chapter describes the evolution of teacher-development practices. Chapter 3 discusses ways in which individual differences--teaching skills, assumptions about education, stages of career development, and work perspectives--affect styles of leadership. The fourth chapter describes the characteristics of the school environment in which teacher leadership is the norm. Guidelines to help teachers prepare to influence others in positive ways are offered in the fifth chapter. The benefits and future of teacher leadership are discussed in chapter 6. Twelve figures are included. Appendices contain a philosophy-of-education inventory and information on the characteristics of schools in which teacher leadership is supported. (Contains 101 references.) (LMI)

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Awakening the Sleeping Giant

Leadership Development for Teachers

Marilyn Katzenmeyer
Gayle Moller

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Marilyn Katzenmeyer
Gayle Moller

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Preface

This book is for anyone interested in helping teachers develop as leaders. The responsibility for doing so falls on the shoulders of people in diverse roles, including principals, superintendents, district staff, college/university personnel, and especially teachers themselves. In the past, leadership development was the purview of potential and practicing administrators; today, leadership is taken on by people with positions other than traditional administration. Teachers, the largest group of potential leaders, hold the greatest promise for unlimited contributions to school change, yet little attention is placed on the professional development of teachers who want to learn leadership skills to be more competent in their roles.

America's schools draw vitality from the creativity and commitment of their teachers. The efforts of dedicated, talented teachers always provided the energy needed to make schools sensitive to the needs of each generation of students. Dramatic changes in the world and the increased pressures placed on schools to support the nation's economy have created a context that makes it impossible to respond as we have in the past. Schools experiment with a multitude of school reform efforts, but still the media, the public, and even our colleagues bemoan that schools are not changing quickly enough. Neither legislative mandates, nor central office directives, nor principal-initiated projects will result in the major changes needed. Hope now rests with teachers assuming leadership functions to move our educational systems in new directions. Unfortunately, the giant resource of teacher leadership has remained relatively untapped as school leaders struggle to make schools more responsive for students.

For the past 10 years, we collaborated on staff development activities designed to support all stakeholders in the improvement of schools. We know that where teacher leadership is flourishing in a school, there is substantive reform taking place. Teacher leaders emerge within these schools to fill many roles; they join their principals as colleagues to help achieve the schools' desired goals. Teacher leaders already are making a difference in teaching and learning in many schools.

It is out of this experience that we recognized the critical nature of the role that teacher leaders must play if visions and plans for schools are to be realized. Teacher leaders provide the key to meaningful change being sustained in schools and classrooms. As part of this work, we set out to identify the knowledge and skills that are characteristic of outstanding teacher leaders. Once these were identified, we realized that little of the knowledge and few of the skills are taught in most teacher preparation programs. In addition, inadequate attention is given to teacher leadership development within schools and districts. Furthermore, the structure and norms within schools and the lack of understanding of teacher leadership among principals, superintendents, and district staff often inhibit teacher leadership. To address these problems, we focused our efforts on the development needs of teacher leaders.

Applying the research and knowledge of the 1980s and 1990s in school reform, effective staff development, and the leadership role of teachers, we share our experience working with more than 3,000 teachers who are striving to build their leadership skills. Our purpose is to share what we learned about teacher leadership with those who wish to capitalize on this vital resource.

This book introduces all stakeholders in educational reform to the development of teachers as leaders and presents a rationale for this effort. We define teacher leadership and provide examples of teachers in leadership roles. A framework on how to approach the development of teacher leaders supports specific ideas about content and skills. The school context for supporting teacher leadership is analyzed, as are the benefits from existing efforts. Tips at the end of every chapter are directed to teachers, principals, superintendents and district staff, and university and college teacher educators.

Self-assessment instruments—the Readiness for Teacher Leadership Survey and the Philosophy of Education Inventory—offer unique measures related to teacher leadership. Finally, we envision the future of schooling as dependent on the productive engagement of teachers as leaders. Practitioners will find that this book helps them understand teacher leadership while providing practical strategies for working with teacher leaders.

The journey of developing teachers as leaders is one that we have been on since the late 1980s. It is our hope that everyone with a stake in the reform of public education will join us on this journey and that the ideas proposed in this book will be helpful.

Acknowledgments

We especially acknowledge the support of our husbands, Bill Katzenmeyer and Jim Moller, two educational leaders themselves. The patience and encouragement of our families while we made sense of our experience and thinking about teacher leadership is deeply appreciated.

Our gratitude goes to the numerous colleagues and friends who struggled through our fuzzy thinking and gave us the gifts of their time and attention to earlier drafts of the manuscript. These include teacher leaders Pam Hart, Betsy Newton, Barbara Randolph, Judy Segesta, and Rosemary Timoney; professors Gerry Bohning, Joan Curcio, Bill Drummond, and Sandra Schurr; principals Janet Dunleavy, Al Narvaez, and Frankie St. James; and district staff member Antonia Lewandowski. We are also grateful to Roland Barth and Joellen Killion, both developers of people and authors we admire.

We would like to recognize the wise counsel of Cecil Golden, former deputy commissioner of education for the state of Florida, who shares our vision of the power of teacher leadership and believes in the importance of their development.

— Marilyn Katzenmeyer
— Gayle Moller

About the Authors

Marilyn Katzenmeyer is Executive Director of the West Central Educational Leadership Network. The Network provides leadership training and school improvement assistance to educators throughout 13 school districts in southwestern Florida. Dr. Katzenmeyer has worked in Ohio and Florida as a secondary school teacher and has been a human resource development professional since 1978. As director of the Broward County (Ft. Lauderdale, Florida) Human Resource Development Department, she created staff development programs for a large, urban school district. Through these professional experiences, she acquired firsthand knowledge of the professional development needs of educators. Her article "Compelling Views of Staff Development for the 1990s" (*Journal of Staff Development*, Summer 1991) outlines her vision of the future for staff development. She received her doctorate in Adult Education from The Florida State University. Her research focuses on effective strategies for measuring the impact of leadership training programs on the behavior of school administrators. Instructional design for adults is her major area of interest and expertise.

Gayle Moller is Executive Director of the South Florida Center for Educational Leaders. The Center serves large, urban school districts in southern Florida. The Center provides staff development for school leaders who are working to improve schools. Dr. Moller worked in the Broward County Public Schools (Ft. Lauderdale, Florida) for 19 years as a teacher, school administrator, and staff development administrator. She began designing staff development programs for teachers in 1971. For 6 years, she developed and carried out an extensive leadership development program within the school system. She received her doctorate from Teachers College/Columbia University. Her graduate work centered on staff development for shared decision making. School improvement and collaboration within the school site have been interests of hers for the past 10 years. She wrote "School Improvement Leadership Training" (*Journal of Staff Development,* Winter 1992). With Dr. Katzenmeyer, she is coeditor of a thematic edition on teacher leadership of *New Directions for School Leadership,* a new publication by Jossey-Bass.

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Capitalizing on Teacher Leadership

In a time of drastic change, it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists. (Hoffer, 1973)

Today we face the frustrating task of making massive changes in America's schools while working within an educational system that was never designed for today. We are pressured to produce graduates equipped to survive in the emerging knowledge-based world community. We want all students to achieve, but many fall through the cracks of our social systems, arrive at school less than ready to learn, and meet with failure in the classroom. The present system was intended for the world of our students' parents and grandparents—a world that no longer exists.

While we attempt to respond to the changes in our society and in the economic and political order of the world, students continue to attend school. There is no downtime for retooling schools. Parents are not keeping their children home while we figure out how to be more responsive. *Slack* is the term used to describe the time educators need to plan and start change within their schools while they are at the same time keeping the existing schools running (Purnell & Hill, 1992). As a result of needs for change coexisting with needs to keep schools functioning, we are pressed to experiment with reform in an effort to accelerate the improvement of our schools.

Within every school, there is a sleeping giant of teacher leadership that can be the catalyst to push school reform into the next century. By using the energy of teacher leaders as agents of school change, the reform of public education stands a better chance to succeed. School change is a complex, dynamic process and demands the best of everyone. We can no longer ignore the leadership capability of teachers, the largest group of school employees and those closest to the students. Empowered teachers bring an enormous resource for continuously improving schools. School reform is dependent on teacher leadership being developed, nurtured, and reinforced both in the schools and throughout school districts. It is time for a commitment to developing teachers as leaders. This sleeping giant can be awakened by helping teachers believe they are leaders, by offering opportunities to develop their leadership skills, and by providing school cultures that honor their leadership.

Teacher Leadership: Its Time Has Come

Researchers who study school change recognize that teacher leadership is surfacing in schools. In practice, though, many school leaders are unaware of the potential of teacher leadership. When we ask principals about teacher leadership, the first reaction is a blank stare; then, they tell us about the department or team chairpersons in their schools. These teacher leaders frequently fill narrow management roles, carrying the directives from administrators to their colleagues and sometimes taking teachers' ideas back to the administration. Managing textbooks, suggesting teacher assignments, and ordering supplies may be the extent of their responsibilities. Is this the best use of a vital source of human potential? We do not think so.

Most teachers do not recognize that a broader role of teacher leadership is open and available to those who wish to assume the responsibilities. How many teachers describe themselves as teacher leaders? Even teachers who already are active teacher leaders do not see themselves that way. In a recent study, only 4% to 10% of teachers identified themselves as teacher leaders (Vance, 1991). Champlin and Champlin (1992) share an anecdote about planning a workshop with teachers in New York. The teachers did not want to call the session "The Teacher As Leader" until they understood the notion of leadership as touching the student's future. Their reluctance to acknowledge their role as leaders vanished. They then conceded that as teachers they already are leaders by the nature of their profession.

Many teachers want to stay in the classroom and directly influence teaching and learning. Traditional administrative roles may not be congruent with these interests. In addition, the egalitarian norms of teaching cultures do not encourage teachers to draw attention to themselves. Fearing the reactions of their colleagues, teachers hesitate to be singled out from the group in an environment that has valued treating all teachers the same. Even if teachers believe that leadership is important, they seldom serve as leaders (Vail & Pedras, 1994).

Teachers benefit from conversations designed to raise their awareness about teacher leadership. This discussion is a prerequisite to developing leadership skills. Given brief descriptions of teacher leadership, most teachers can identify others who lead in their schools (Wilson, 1993). Recognizing colleagues as leaders points to critical questions about teacher leadership. What is teacher leadership? How is it defined? What does the educational literature say about teacher leadership? What characteristics do teacher leaders in schools seem to have? If answering these questions convinces teachers that they can be leaders, then they may be ready to build their leadership knowledge and skills.

When teachers see themselves as leaders, they discover the potential to influence student learning through their own actions. This is the reason most of us became educators in the first place—to make a difference with our students. Teachers who are successful with students and believe they make a difference exhibit teacher efficacy. This sense of efficacy influences student achievement and encourages teachers to place less blame on factors beyond their control, such as students' home environments (Ashton & Webb, 1986; Tracz & Gibson, 1986). If teachers feel confident in their abilities to be leaders, they will assume responsibility for the learning of all students. This single outcome from teacher leadership can affect teaching and learning throughout the school. Linking teacher leadership to efficacy in their classrooms can help teachers understand how they can touch the lives of more students.

Three Potential Teacher Leaders

Descriptions of three potential teacher leaders illustrate the promise of rousing the giant of teacher leadership. Most educators will recognize these three models and their situations as typical. Typical as well are the changes each of them could make in their schools if they recognized their capabilities for broader leadership.

Shannon

An elementary school teacher for 5 years, Shannon experienced what she believed to be an excellent preservice preparation program at a nearby university. She entered the profession with knowledge of content, instructional strategies, and communication skills that help her interact effectively with students, parents, and her peers. Shannon works with more experienced teachers in a school that is restructuring and uses site-based decision making. Shannon plans and teaches with a team of fourth-grade teachers. Her principal recognizes her capabilities and regularly recommends her for staff development opportunities. Shannon now struggles with the role she takes in the school's change efforts. She worries about how other teachers perceive her. Do they suspect that she is hoping to move into administration even though her real motivation is to improve daily life at school for her students and her colleagues? Shannon wonders how other teachers will react if she offers to share ideas and materials from the training sessions she attends. Sometimes Shannon thinks she is overstepping her bounds in meetings by talking too much. Last week, she feared she was intimidating other teachers on the committee. How much leadership to exert concerns Shannon.

George

Recognizing the unlimited possibilities of teacher leadership would also be helpful for George, a music teacher who works in an urban high school. A dedicated and competent professional, George experiences frustration with the lack of change in the traditional high school where he teaches. In his school, George meets obstacles when he tries to persuade others that his music program should be developed further to meet students' needs. When he joined the school improvement team, he found little being accomplished. His volunteer work in leading community groups, he thinks, would really help to facilitate this team. After 7 years as a classroom teacher, he decided to pursue a master's degree. George also would like to share knowledge he is acquiring in his graduate courses and apply it to the problems faced in his high school. He hesitates to step forward, though he thinks he has something to contribute. Would his principal be supportive of his leadership?

Karen

Finally, Karen teaches at a junior high that is making a transition to middle school. More than 20 years ago, she started teaching in this school with most of the same teachers. A new middle school opened recently, and attendance boundaries changed. Her school's student population changed drastically. Rather than the middle class suburban population that Karen and her colleagues worked with for years, they now are teaching students from neighborhoods with lower socioeconomic characteristics. The students do not respond well to the curriculum and instructional strategies of the past. Karen knows that reorganizing to become a middle school, in addition to the demands of the changing student body, requires change in her school. She feels alone in this belief. She wants to help her colleagues cope with the new challenges they face rather than joining them in doing things the way they have always done them. Karen would like to lead discussions with her colleagues to invite them to express the frustrations they feel. Possibly, she will talk to her principal about organizing staff development on middle school strategies. She believes these strategies can help teachers cope with the changes in their student population. Maybe she will not do anything at all.

Dilemmas similar to those of Shannon, George, and Karen are not unusual. Each can play a leadership role in the improvement of teaching and learning in their schools. Administrators, other teachers, and—most important—the structures of schools may not support the contributions these three teachers could make. Not seeing leadership as a legitimate role may keep teachers like Shannon, George, and Karen from serving as leaders.

Teachers like these can gain confidence to resolve concerns about their own teaching and to help others in their schools. A checklist (Figure 1.1) for assessing the readiness of potential teacher leaders can be used by principals, teachers, and others to begin the discussion about teacher leadership.

Definition Of Teacher Leadership

During the past 5 years, interest in teacher leadership and its positive influence on school change increased dramatically (Boles & Troen, 1994; Smylie, 1995; Whitaker, 1995). Our definition of teacher leadership reflects both our experiences and the thinking of others who are documenting the phenomenon. Teachers who are leaders lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher leaders.

Within and Beyond the Classroom

Our view of teacher leadership sees teachers continuing to teach while contributing beyond the classroom. Rather than adding another layer of bureaucracy, teacher leaders maintain their connection to the classroom. A commonly held belief is that teachers who wish to become leaders must leave the classroom and possibly the school (Barth, 1988; Boyer, 1983). Although many teachers may not be attracted to school administration, they prepare for this role because it appears to be the only way in which they can affect students more broadly. The irony is that getting ahead in teaching means leaving it. Moving into administration, however, is not the only way to lead in schools. Countless leadership opportunities exist for teachers who do not wish to leave the work they love—teaching students.

Teacher leadership is carried out both in the classroom and beyond the classroom. First, teachers are leaders in the facilitation of students' learning. Schlechty (1990) claims that teaching is a leadership profession, rather than a craft profession such as law. The Coalition of Essential Schools states as one of its principles that students are knowledge workers (Sizer, 1989). This presumes that the teacher is the facilitative leader of that work. Many teachers we meet clearly accept this part of the leadership role, yet they do not recognize that they can transfer those skills to their work with peers. Teachers can be leaders of change beyond their classrooms by accepting more responsibility for helping colleagues and for the success of the overall school program.

These leadership roles empower teachers to realize their professional worth while still maintaining the centrality of their teaching roles (Fay, 1990). Most teachers in leadership roles do not view these as steps up the ladder to the administrative ranks. These teachers want to remain close to students and are willing to assume leadership roles that will affect decisions related to their daily practice with those students.

Influencing Others

The second attribute of our teacher leadership definition is influencing others toward improved educational practice. A key word in our notion of teacher leadership is that of "influence." There is probably no other profession that provides more practice in influencing than teaching. Students are influenced daily by their teachers. Transferring these skills into work with colleagues, although complex, can be learned.

Formal positions are not necessary to influence others. In fact, teachers collaborating with their colleagues are effective in influencing others without the formal titles that carry the power of a position (Strodl, 1992; Whitaker, 1995). Motivating colleagues toward improved practice relies on the personal influence of a competent teacher who has positive relationships with other adults in the school. Easily identified in any school are teacher leaders who show initiative, willingly experiment with new ideas, and then share their experiences with others.

Colleagues are more easily influenced if the teacher leader exhibits behavior they advocate. Teacher leaders may engage in "reaching out to others with encouragement, technical knowledge to solve classroom problems, and enthusiasm for learning new things"

Assessing Your Readiness for Teacher Leadership

Respond to the following statements in terms of how strongly you agree or disagree.	*Strongly Disagree*	*Disagree*	*No Opinion*	*Agree*	*Strongly Agree*
1. My work as a teacher is both meaningful and important.	☐	☐	☐	☐	☐
2. Individual teachers should be able to influence how other teachers think about, plan for, and conduct their work with students.	☐	☐	☐	☐	☐
3. Teachers should be recognized for trying new teaching strategies whether they succeed or fail.	☐	☐	☐	☐	☐
4. Teachers should decide on the best methods of meeting educational goals set by policy-making groups (e.g., school boards, state departments).	☐	☐	☐	☐	☐
5. I am willing to observe and provide feedback to fellow teachers.	☐	☐	☐	☐	☐
6. I would like to spend time discussing my values and beliefs about teaching with my colleagues.	☐	☐	☐	☐	☐
7. It is important to me to have the respect of the administrators and other teachers at my school.	☐	☐	☐	☐	☐
8. I would be willing to help a colleague who is having difficulty with his/her teaching.	☐	☐	☐	☐	☐

Figure 1.1. Assessing Your Readiness for Teacher Leadership Checklist

Respond to the following statements in terms of how strongly you agree or disagree.	*Strongly Disagree*	*Disagree*	*No Opinion*	*Agree*	*Strongly Agree*
9. I can see the points of view of my colleagues, parents, and students.	☐	☐	☐	☐	☐
10. I would give my time to help select new faculty members for my school.	☐	☐	☐	☐	☐
11. I try to work as a facilitator of the work of students in my classroom and of colleagues in meetings at my school.	☐	☐	☐	☐	☐
12. Teachers working collaboratively should be able to influence practice in their schools.	☐	☐	☐	☐	☐
13. I can continue to serve as a classroom teacher and become a leader in my school.	☐	☐	☐	☐	☐
14. Cooperating with my colleagues is more important than competing with them.	☐	☐	☐	☐	☐
15. I would give my time to help plan professional development activities at my school.	☐	☐	☐	☐	☐
16. My work contributes to the overall success of our school program.	☐	☐	☐	☐	☐
17. Mentoring new teachers is part of my responsibility as a professional teacher.	☐	☐	☐	☐	☐
18. School faculty and university faculty can mutually benefit from working together.	☐	☐	☐	☐	☐

Figure 1.1. (Continued)

Respond to the following statements in terms of how strongly you agree or disagree.	*Strongly Disagree*	*Disagree*	*No Opinion*	*Agree*	*Strongly Agree*
19. I would be willing to give my time to participate in making decisions about such things as instructional materials, allocation of resources, student assignments, and/or organization of the school day.	☐	☐	☐	☐	☐
20. I value time spent working with my colleagues on curriculum and instructional matters.	☐	☐	☐	☐	☐
21. I am very effective in working with almost all of my colleagues.	☐	☐	☐	☐	☐
22. I have knowledge, information, and skills that can help students be successful.	☐	☐	☐	☐	☐
23. I recognize and value points of view that are different from mine.	☐	☐	☐	☐	☐
24. I am very effective in working with almost all of my students.	☐	☐	☐	☐	☐
25. I want to work in an environment where I am recognized and valued as a professional.	☐	☐	☐	☐	☐

Figure 1.1. (Continued)

Assessing Your Readiness for Teacher Leadership

Scoring Protocol

1. Count the number of times you chose "strongly disagree."
   Multiply by negative two, and write the number here. ____

2. Count the number of times you chose "disagree."
   Multiply by negative one, and write the number here. ____

3. Ignore the number of times you chose "no opinion."

4. Count the number of times you chose "agree."
   Write the number here. . . . . ____

5. Count the number of times you chose "strongly agree."
   Multiply by two, and write the number here . . . . ____

6. Write the sum of these four numbers here. . . . . ____

If the number on line 6 is between 35 and 50

Virtually all of your attitudes, values, and beliefs parallel those related to teacher leadership.

If the number on line 6 is between 20 and 34

The majority of your attitudes, values, and beliefs parallel those related to teacher leadership.

If the number on line 6 is between –5 and 19

Some of your attitudes, values, and beliefs parallel those related to teacher leadership. Several do not.

If the number on line 6 is –6 or below

Few of your attitudes, values, and beliefs parallel those related to teacher leadership.

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Figure 1.1. (Continued)

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(Rosenholtz, 1989, p. 208). Successful teacher leaders we encounter are consummate learners who pay attention to their own development and model continuous learning. Sharing information and visibly improving their own practice gives the teacher leaders credibility in their work with other teachers. Teachers who are perceived as credible by their peers and share relevant information about best practices influence other teachers.

A Community of Leaders

Finally, teacher leadership promotes a community of leaders within a school. Leadership is not limited to a select group of lead teachers or master teachers. If schools are to improve, all teachers must develop professional expertise, including leadership skills. Teacher leadership can be shared by different individuals serving in various ways. Two influential reform reports proposed ideas about teacher leadership: *Tomorrow's Teachers* (1986) by the Holmes Group, Inc., and *A Nation Prepared: Teachers for the 21st Century* (1986) by the Carnegie Forum on Education and the Economy. The studies suggested that schools should be restructured to provide a professional environment for career professionals. Specifically, the Holmes report made a proposal for a restructuring of the teaching force through a hierarchical model to include instructors, professional teachers, and career professionals. A similar idea came from the Carnegie report, which called for lead teachers at the top of the hierarchy, along with professional teachers to be supported by aides and interns. We believe that attempts to develop levels of status among teachers using titles, pay differentials, or certification as criteria that separate teachers will not work. Instead, we believe that teacher leadership develops naturally among professionals who learn, share, and address problems together.

Inclusion of only a few teachers in leadership roles sends a negative message to others. These chosen ones are the professional leaders, and the rest of the teachers are technicians who carry out the decisions made by others. A better model is the involvement of all teachers as leaders in the complex and unpredictable process of school reform. If they become leaders, they will not have to wait for others to make decisions. Teachers themselves will be engaged constantly in a process of coming to shared and deeper understandings of the change process while figuring out what to do.

This definition of teacher leadership helped us to think differently about teachers as resources in the schools. Change in the schools cannot be mandated (Fullan, 1993); change is the result of person by person change. Teachers can join other leaders in moving school reform ahead because they are at the center of the learning process and they influence what happens in the school. As the ones who set the norms, teachers initiate new and transferring personnel, and they establish "the way we do things around here." Schools will improve when individual teachers change their behavior, attitudes, and beliefs to take on leadership roles.

Teacher Leadership Assumptions

All assumptions, or "mental models," are based on previous experiences and they govern our actions (Senge, 1990). Alternative viewpoints helped us to clarify our beliefs. Working with teacher leaders, we formulated our assumptions; they make up our mental models of teacher leadership and led us to our definition.

An examination and discussion of these contrasting assumptions within professional communities can bring the members closer to an agreement about teacher leadership. Although these ideas are more complex than the "either-or" statements we present here, the juxtaposition of the two alternative assumptions can stimulate thinking.

Assumption #1: All Teachers **Versus** *Selected Teachers*

These are two quite different assumptions about the inclusion of teachers in leadership roles. Some people believe that teacher leadership roles are for a selected few, whereas others see empowered and professional roles for more teachers. Many principals pride themselves on including teachers in meaningful ways, such as decision making or delivery of staff development. Upon closer examination, however, these leadership roles may be limited to a few individuals who are called on repeatedly. As we define teacher leadership, all teachers are engaged in leadership activities to reach the goal of building a community of teacher leaders.

Assumption #2: Set of Functions Versus *Formal Positions*

Formal roles such as that of lead teacher or master teacher separate these teachers from the rest of the faculty into power positions. Another approach is to offer leadership roles around sets of functions. Examples of functions include curriculum development, grant writing, or extracurricular activities. Schools that empower teachers to initiate roles as leaders for themselves will share the conviction that leadership is "a set of functions rather than a formal role" (Lieberman, 1992, p. 163). Teachers can assume leadership functions on an as-needed basis rather than serving only in formal roles that limit possibilities for matching talent with the school's needs.

Assumption #3: Classroom-Based Versus *Administrative-Based*

A tough decision for teachers who want to work with other teachers is whether to leave the classroom. They may wish to maintain a close connection with students while working with adults but see these two roles as pulling in different directions. Our definition of teacher leadership maintains that teachers stay in their classrooms, if they choose. They still take the opportunity to exert broad influence, both with students in their classrooms and throughout the school community.

Assumption #4: Primary Focus: Teaching and Learning Versus *Organizational Issues*

Some teachers find that their involvement in schoolwide change is not meaningful and satisfying. Frustrated with the disparity between the time spent and the return on their investment, these professionals become disillusioned. The ongoing meetings and discussions may not center on the day-to-day lives of their students. Site-based governance structures, meant to bring about school change, at times become bogged down in organizational issues and do not focus on student performance. Teachers who want to serve on governance committees can elect to do so and persuade members to address student outcomes. Teacher leaders realize that they are not limited to this kind of activity as the only route to influencing teaching and learning.

Assumption #5: Reflective Practitioner **Versus** *Teacher As Technician*

Policy mandates, decisions made without teacher representation, and overzealous principals who control school decisions demean the professional role of teacher leaders. When serving in roles similar to those of paraprofessionals or technicians, teachers sometimes resent directives from others. Instead, teachers have the capability to be reflective practitioners who solve problems around teaching and learning. Teachers have the intellectual capacity to direct their own practice and do not need to rely on external experts for answers.

Assumption #6: Long-Term Staff Development **Versus** *Menu of Short-Term Options*

The professional development of teacher leaders requires a substantial commitment. In contrast to selecting from menus of workshops proposing to infuse teaching strategies, we suggest that teacher leaders examine their assumptions about teaching and learning, then reflect on their own practice. The development of teacher leaders is enhanced by taking a planned, purposeful, and systematic approach to staff development rather than a haphazard, fragmented approach. Long-term staff development requires follow-up and participation in a learning community with colleagues.

Assumption #7: Accountability for Outcomes **Versus** *Powerlessness*

Teacher leaders accept both the opportunities and the responsibilities that come with leadership. The people with the closest affiliation with the teaching-learning act are accountable for student outcomes. Simply opening leadership roles for teachers may not make a difference in improving student performance. Only when teachers have both the chance to be involved and accountability for progress will teacher-led change be meaningful.

There are many roles teachers can take. The sheer number of possible contributions indicates the giant untapped resource in our schools.

Roles For Teacher Leaders

We encourage teachers to see leadership as a continuum of roles from which they can select, given their own experience, confidence level, skills, and knowledge. Teacher leadership roles vary as much as do schools. The school context also determines teachers' options for leadership roles. Each school's culture sets the expectations of other adults in the organization with regard to appropriate teacher leader roles. Lieberman (1992) claims that "teacher leadership roles are proliferating in greater variety than many thought possible" (p. 161).

Roles may be

- focused on the classroom, the school, the school district, or the national level;
- closely related to a specific subject area or may be generalist;
- an individual contributor role or may require the teacher leader to be involved in group or team interactions;
- highly formalized or simply a one-time event informally planned by a teacher; and
- chosen by election of peers, awarded by appointment through administrators, or self-selected.

The existing roles fall into three leadership functions. First, a teacher leader may offer leadership to students or to colleagues in carrying out their responsibilities. Second, the function of a teacher leader may be to contribute to operational tasks within or outside the school. Third, teacher leaders may function in governance or decision-making capacities within or outside the school. Many teacher leaders cross over the lines of these functions and accept multiple tasks.

Leadership of Students or Other Teachers

In the classroom, leadership roles teachers assume with students include those of facilitator, coach, provider of feedback, and counselor. Beyond the classroom, teacher leaders may serve as mentors, peer coaches, staff development trainers, curriculum specialists, or simply willing listeners. Teacher leaders can be a positive influence with beginning teachers and transferring teachers as they share information about the school's culture (Busching & Rowls, 1985). As observers or evaluators of others, they can contribute to leadership within the school. They may also lead by creating new and innovative approaches with students, such as student-led conferencing or counseling of at-risk youngsters. Teachers lead collegial study groups on instructional strategies or invite colleagues to observe their lessons. Exchanging materials with other teachers and planning within an interdisciplinary team on the best way to help an individual student to be successful are other examples of leadership acts. Student-oriented leadership roles involve teachers in coordinating academic programs, such as "Brain Bowl" competitions, beyond the regular curriculum. Teachers may be involved in conceptualizing and carrying out programs based on student needs, such as mentoring programs or multicultural activities.

Leadership of Operational Tasks

Operational tasks keep the school organized and moving toward its goals. Teacher leaders serve in formal roles such as department or grade-level chairperson, team leader, faculty council representative, or staff development chairperson (Bellon & Beaudry, 1992). Other leadership activities may involve teachers as action researchers working in collaboration with a local university. Some teachers take on more formal leadership roles in their state or national subject area organizations or by acting as union leaders or professional association officers. Additional functions might include them as grant writers, project managers, or technology experts.

Leadership Through Governance or Decision Making

Teachers may also become immersed in school decision making through membership on school improvement teams, school advisory councils, or steering committees. Teachers also act as leaders through their partnerships with parents and business and community members in formal and informally structured organizations. Educational foundations, parent-teacher organizations, and community action groups are all examples of the types of organizations in which teachers work with other stakeholders. Chairing committees on such issues as textbook or material selection, school redistricting, or teacher evaluation are other examples of teacher leadership functions. Within schools, teacher leaders may aspire to positions such as faculty chairperson, parent-teacher organization officer, or other elected positions in the governance structure.

Data collected from teachers who completed a statewide leadership training program illustrate the types of teacher leadership roles taken on by teacher leaders (Hewitt-Gervais, 1996). Follow-up surveys with participants identified 167 different roles; the next year, the same survey yielded 182 leadership roles. Responses indicated that large percentages of teachers were members of school improvement teams (41%) or were team or department chairpersons (37.5%), as we would expect. The surprise was the diversity of other roles cited. Examples include involvement as sponsors for student activities; peer teachers; coordinators; members of various committees, teams, councils, and boards; and members of neighborhood/community groups, service clubs, and religious organizations.

Application Challenges

Application challenges, provided at the end of each chapter of this book, provide ideas regarding specific strategies for developing teacher leadership. Because it takes everyone to contribute to this effort, we offer suggestions for teachers, principals, superintendents and district staff members, and college/university professors. We encourage you to browse through these challenges to find ideas that may fit your situation or generate your own ideas for the next steps you may take.

For Teachers

1. Your vocabulary makes a difference in how well the idea of teacher leadership will be accepted by administrators who may have concerns about sharing leadership with teachers. Use words such as "participation," "contribution," "involvement," or "responsibility" as you talk about what roles you and other teachers want within the school or district.
2. Start small. Develop professional relationships with one or two colleagues. Build trust and legitimize sharing by teachers in your building. Discover ways that work for you, in your setting, to accomplish joint planning, testing new ideas, solving problems, observing, or sharing materials. Working together collaboratively at the school and classroom levels is a necessary condition to improve teaching and learning in schools.
3. There are many teacher leadership roles. Look for roles available in your own school. How many can you add to those mentioned in this chapter? Remember that you may surprise your colleagues by trying out new roles, so be prepared to share why you think the change is needed.
4. Find informal ways to recognize the ways your colleagues lead. Recognition is one way to heighten the status of teaching. Writing brief notes recognizing an accomplishment, boasting about a colleague in the community, and verbally exchanging sincere praise are strategies you can use.

For Principals

1. Some teachers may lack confidence in their ability to be leaders. You can begin by listening, supporting them in developing their ideas, and removing barriers. Purposely make time for more interactions with prospective teacher leaders. Begin by extending the invitation and literally keep your door open.
2. Principals feel overwhelmed by all the demands on their time in schools today. The role of maintaining a school while reforming or improving it is a difficult challenge to handle. Think about ways you can ask teacher leaders to take on roles in your building to help you get the job done. Also, simultaneously offer teachers chances to develop professionally.
3. Let people know that you accept teachers as leaders in your school. Do this at every opportunity if you really want teachers to believe your expectations. When questioned, clarify your values that teach-

ers should be involved in your school in many different leadership roles, then back what you say with action.

4. Provide incentives for teachers to take on roles as leaders. Find ways to make participation as a leader enjoyable. One incentive is finding ways to provide teachers with time by restructuring the school day. Teams of teachers can work with students in creative time structures that free them for leadership activities. Another incentive is encouraging "networking" among teacher leaders both inside and outside your school.

For Superintendents and District-Level Administrators

1. Engage your school board members in conversations about the benefits of teacher participation in helping schools improve. Compare the direction you are taking to how successful private sector organizations restructure. Explain that less hierarchy enables employees to participate more actively and helps them be more responsible for quality and performance in their work environments.
2. Changes in schools are enhanced by a balance of efforts from the top down and from the bottom up. Although you cannot demand that all teachers become leaders, you can put policies and practices in place that will pave the way for teacher leadership and will support those who accept leadership roles. You can also make resources, including time, available for teacher learning and networking.
3. Model competent leadership by working with school administrators in ways you would like them to work with teachers. Create an environment in which you trust the school administrators and encourage them to treat teachers in the same ways. When employees are involved and held accountable, they understand that they are personally responsible and become interested in meeting expectations.

For College and University Professors

1. Develop a degree program in the area of teacher leadership. Work with the faculty to identify the knowledge, skills, and attitudes that would be the core curriculum.
2. When providing school-site experiences for preservice teachers, encourage observation of or involvement in school committees, task forces, or school governance planning teams. Developing a perspective of the school change process can benefit the future perfor-

mance of these preservice teachers when they enter the classroom. They will have a broader understanding of what the school is trying to accomplish.

3. Introduce the idea of teacher leadership early in the preservice experience. Anticipate that the teachers you are preparing will have opportunities early in their careers to take on these leadership roles and will be expected to work collaboratively with others.

Conclusion

The giant resource of teacher leadership can be unleashed in the support of school reform. When teachers recognize that they can be leaders and accept roles from among the array available to them, the results in schools are unlimited. Teacher leadership is defined as leading within and beyond the classroom, influencing educational practice, and contributing to a community of leaders. Teacher acceptance of leadership roles, appropriate staff development, and advocacy through formal authority in the organization can start building a critical mass of teacher leaders to improve schools. The importance of teachers in continuing educational reform efforts cannot be overstated. Tapping the resource of teacher leadership has great potential for the future of school reform efforts.

If teacher leadership is believed to hold promise, then the development of teacher leaders becomes the next challenging task. Current practices of asking teachers to take leadership roles and expecting that they will be successful without appropriate support is irresponsible. Considering the knowledge, skills, and personal characteristics of the teacher, as well as the type of assistance needed to ensure the teacher's success, is the charge for all who see themselves as developers of teacher leaders.

2

Developing Teacher Leaders

One of the worst forms of empowerment occurs when we turn people loose to implement tomorrow's organizational values without the necessary training to be effective in the new environment. (Patterson, 1993)

School reform and teacher learning clearly are linked. The literature on teacher development is growing every day. There is a national goal promoting continued improvement of teachers' professional skills (National Educational Goals Panel, 1994). The allure of grants forces proposal writers to pay attention to staff development because of the requirements set forth in guidelines from foundations and other agencies. Enlightened school boards recognize that their policies must establish staff development as a prerequisite for school innovations. Requested policy waivers allow early release of students to provide time for staff development. With all this attention on the development of teachers, it would seem that we are making progress, but school reform is still not happening quickly enough.

Examining experiments in school reform helps us understand how staff development can be a deciding factor in whether teacher leaders meet their full potential. The dominoes fall this way. School reform depends on teacher leadership. Teacher leadership depends on meaningful staff development experiences. Meaningful staff development depends on the knowledge of those responsible for providing the learning opportunities.

Analysis of the evolution of both school reform and staff development during the past 25 years further clarifies the linkages. If teacher leadership is the linchpin for reform, those of us working with teacher leaders need to better understand and apply the connection between school reform and staff development.

Where We've Been

School Reform

Skeptics both inside and outside education use a common defense for maintaining the status quo in education. They cite pendulum swings in education and lament, "This too will pass." Perhaps another way to view the reform movement is as an evolution through developmental stages. With each new stage, we hold on to features from the past that are foundations for building new strategies.

The teacher-proof curriculum in the 1970s was an attempt to link research to practice by making research a marketable product for consumer use in schools. Mandated changes of the early 1980s stressed accountability. We are still struggling to find effective ways to measure results, as evidenced by the swing back to standardized testing in the 1990s. Finally, the process of shared decision making, introduced during the 1980s, has grown now to focus on teaching and learning. Shared decision making is as important today in school governance as it was when it first appeared. This evolution reflects a maturing process. School reform progressed from a teacher-proof curriculum to mandated changes to shared decision making and, presently, to the teacher's role in improving student performance outcomes.

Staff Development

Staff development in education has its own history of evolution that parallels the stages of school reform (Figure 2.1). Isolated *workshops* were the venue for training teachers to use the teacher-proof curriculum packages of the 1970s. Participants in the workshops did

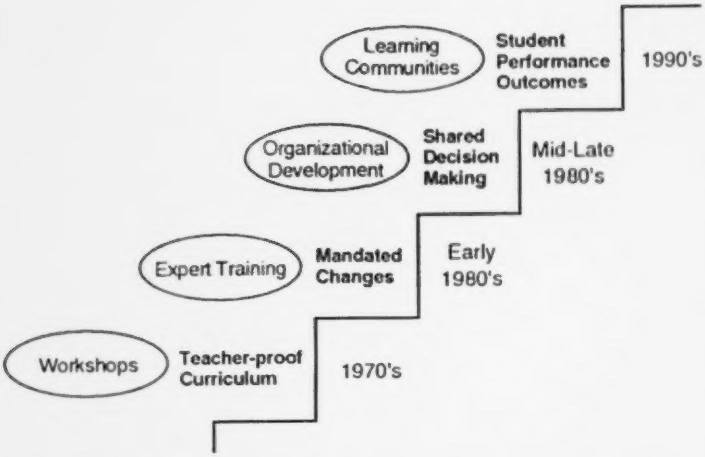

Figure 2.1. Evolution of School Reform and Staff Development

not spend time understanding how the new curriculum could fit into their existing practice. Instead, the trainer delivered "the message" with the expectation that strategies would be used intact. The teachers returned to their classrooms, closed the doors, and taught the way they thought was most effective. No one paid attention to the teachers' concerns about the changes in curriculum, so the teachers used their power to teach in ways they believed were best for their students (Hall & Hord, 1987).

Policymakers during the 1980s, impatient with a lack of progress toward school reform, mandated changes monitored by basic skills testing that stressed selected skills in reading, writing, and mathematics. *Expert training*, using a trainer from outside the school, sent a message to teachers that they were incapable of creating adequate learning environments for their students. The teachers seldom saw the strategies as relevant in their work. Staff development today still suffers from the consequences of these early experiences of many teachers, who now are reluctant to participate.

When these regulatory systems did not result in adequate improvement in student performance, the reform movement began to focus on governance issues and evolved to shared decision making. School governance structures changed, pushing adults into the formidable task of collaboratively working together. *Organizational development* interventions served to diagnose the status of working relationships in schools and to provide strategies for group work. Although these interventions are more comprehensive than workshops, they resulted in reliance on an outside consultant to rescue the school. In each of these stages, the teachers were viewed as individuals who needed "fixing." These deficit models of staff development have not stimulated substantive reform efforts.

What We Learned

Clearly, the staff development models of the past, although well intentioned, are no longer adequate. We can look back and feel disillusioned about the past, or we can see the previous efforts as important in moving toward more promising approaches. The teacher-proof curriculum was an early example of using research to influence practice. This helped to set the stage for school, district, and university collaboration, such as professional development schools. Today's federal and state goals, although still mandates, do not prescribe instructional strategies. The goals set a direction for school leaders, who make decisions about the process to accomplish those goals. An early outcome of the shared decision making model was that teachers became embroiled in irrelevant issues. Now teachers can be empowered through governance structures to change teaching and learning in the larger context of the school.

Today, we can look to our former staff development practices and use what works and discard the ineffective strategies. Workshops should not be abandoned, because there are times when we need to learn from those who have more experience and knowledge. What happens when the teachers return to the school decides the payoff from these workshops. If teachers work in schools that encourage the use of new skills within the framework of the schools' improvement plans, then workshops serve a worthwhile purpose. In time, teacher leaders can replace experts who deliver the workshops. Their knowledge and experience with using new skills provides a rich resource for other teachers.

Organizational development strategies, when used by people within the school, draw on the talents of those who are intimately knowledgeable of the school's culture. In our state, school leaders attend a 9-day program over a 6-month period to learn how to build their capacity to work with teams of adults in their own schools. At times, schools will ask other members of this group to come to their school to offer an outsider's perspective. Effectively balancing between seeking ideas from others outside the school and building the capacity of leaders in a school facilitates the building of a learning community.

Where We Need to Go

Current reform efforts are focused on the importance of the teacher in achieving positive student performance outcomes. If teacher leaders are central to this goal, then their development is critical. This is a worthwhile investment. Findings indicate that development as teacher leaders results in improvement in self-confidence, teaching, attitude toward work, and teachers' knowledge (O'Connor & Boles, 1992). Providing teachers with quality staff development to become teacher leaders demands a recognition and application of what we know works. These features can be incorporated into the design of a leadership development strategy for teachers.

Our profession cannot continue to "pretend not to know what we know" (Glickman, 1990, p. 4) about delivering staff development. There are staff development practices that we know work. For example, frustrated with the rejection of teacher-proof curricula, the Rand Change Agent Study helped us understand that change happened when we involved teachers in designing and setting up their own learning systems in a context of ongoing support (Berman & McLaughlin, 1978). Recently, McLaughlin (1990) revisited the Rand Change Agent Study (Figure 2.2) and found similar findings after almost 15 years. There is evidence that teachers working in collegial groups, combined with use of positive strategies described in the earlier Rand study, result in improved teaching and student performance. The newer information about teachers collaboratively working and learning together reflects current beliefs about learning communities.

Before We Thought	Now We Have Learned
Teachers must be motivated at the beginning to implement a change.	Teachers can be opposed to an idea, use the idea, and then become believers in the idea.
External consultants are not effective in promoting change.	External consultants can be effective if they interact positively with the teachers in the school and adapt to their needs.
Teachers may not respond to policymakers' desires.	The structures teachers may respond to may be the "embedded structures", such as professional networks, departments, grade level teams, professional organizations.

We Still Believe

Ineffective Practices	Effective Practices
Packages management approaches	Concrete, teacher-specific and extended training
One-shot, pre-implementation training	Classroom assistance from local staff
Pay for training	Teacher observation of similar projects
Formal, summative evaluation	Regular project meetings, focused on practical issues
Comprehensive, system-wide projects	Teacher participation in project decisions
	Local development project materials
	Principals' participation in training

Figure 2.2. Rand Change Agent Study Revisited
SOURCE: McLaughlin (1990).

Advocates for learning communities believe that the expertise to solve problems does not come only from "experts" but also from the people who work with the problems. If all teachers can be leaders, then the learning community offers an avenue to develop not only the eager learners but also the reticent. This structure encourages sharing and problem solving through collegial relationships among teachers and between teachers and other stakeholders. One teacher leader described a specific strategy for her learning community:

> As grade chair, I scheduled our meetings to be held in each teacher's classroom on a rotating basis. I see this as a way to open up avenues to sharing, as it's hard not to discuss things that are going on when you see it firsthand. I hope this will foster an environment where teachers on my grade level will want to share the exciting events taking place in their classrooms.

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Staff development evolved from the traditional workshop models to organizational development and, now, to learning communities. Figure 2.3 compares the changes in specific components of this evolution. Serious school reform efforts, however, will depend on continued evolution to support the development of teacher leaders within learning communities. Our definition of teacher leadership implies that teachers have an obligation to participate together as learners and leaders. In learning communities, teacher leaders share practices, mutually solve problems, and reflect on and learn from their experiences.

In our work with principals who are leading "cutting-edge" work in schools, we have observed a unique phenomenon. When we try to talk to them about staff development, they do not focus on single activities; they share how they use every available resource to provide the teachers in their schools with opportunities to lead, learn, and develop on the job. In contrast, other principals talk about how to fit workshops into the afternoon faculty meetings or which consultants to invite to train their staffs. The innovative principals share how the teachers in their schools become trainers of other teachers after they learn and practice new approaches. They tell us about teams of teachers visiting other schools to learn new strategies, and about visitors to their schools. Study groups explore topics of interest. Teachers and administrators learn together, rather than individual teachers always being sent off to workshops to learn a new program or a new skill. All types of learning take place, both formally and informally. Although single innovations, such as whole language, may be used in these schools, an innovation is only part of the entire school plan to improve student performance. These principals and their teacher leaders are helping us define what a school as a learning community can be.

School learning communities can give teachers opportunities to examine their own assumptions about the teaching and learning process (Little, 1993). Teachers need time to reflect on and internalize new understandings in the light of their experiences and beliefs. For example, if teachers believe that all children can learn, then how do they deal with academic tracking of students or the difficult task of inclusion in the schools? Staff development in specific skills alone cannot serve the needs of teacher leaders who are asked to be analytical thinkers rather than passive consumers of fragmented innovations. Moving beyond the individual classroom to a complex,

	Traditional Staff Development	*Organizational Development*	*Learning Communities*
1. Type of learning	Individual	An organizational unit	Whole organization
2. Purpose of learning	Policies, regulations, skills	Planned change	Preparing for unplanned change
3. Source of power	Top managers	Share power	Empowered
4. Structure	Top-down	Bottom-up	Systems
5. Relationships	Hierarchical	Leader and team	Horizontal and cross-functional
6. Model	Deficit	Consultant	Reflective practitioner
7. Setting goals	Preset training goals	Leader and consultant	Members of organization
8. Format	Formal courses	Interventions	Informal/action learning
9. Time allocated	One-time session	Long-range	Ongoing
10. Location	Isolated	Unit	Whole organization

Figure 2.3. Evolution of Staff Development

total school perspective requires staff development to evolve simultaneously with reform efforts.

Building a learning community cannot depend on the principal alone. In a desire to improve education, teacher leaders emerge to take on leadership responsibilities. These teachers, who exhibit competence in their classrooms, are willing to take risks to work with and influence their colleagues. As they encounter problems, teacher leaders begin to see the complexity of their work and learn and problem solve together to find solutions. The evolution to learning communities can occur only if teachers form collegial relationships in schools. A prerequisite to developing collegial relationships with others is the ability of teachers to trust their intuitive convictions about teaching and learning, to feel competent and to be self-assured. Developing the ability to reflect on practice and to articulate beliefs will aid teachers in venturing out to develop collegial relations with peers. An informal conversation with a teacher at a recent staff development event revealed the power of learning communities. That teacher stated, "Participation in the network with other teachers changed my life. For the first time, I felt self-confident and sure of myself." Teachers who have been prepared as leaders report drawing on reserves of confidence, finding themselves more able in the performance of their duties; they verify their own personal progress and self-confidence (Lewandowski, 1995).

Leadership development for teachers relies on teachers examining their assumptions and practice within their own context. They must then develop knowledge and skills to influence change in that context. The massive amount of learning necessary for teachers to significantly influence schools of the future will entail a new level of commitment for most teachers. Teacher leadership is emerging; we have a choice to let it take place haphazardly or to be prepared to offer teachers effective staff development that will enhance their leadership.

Leadership Development for Teachers

The systematic development of teacher leadership (Figure 2.4) we propose is quite different from the training models of the past. The "expert" training models asked teachers to set up a program, to employ new practices in their classroom, or to focus their attention

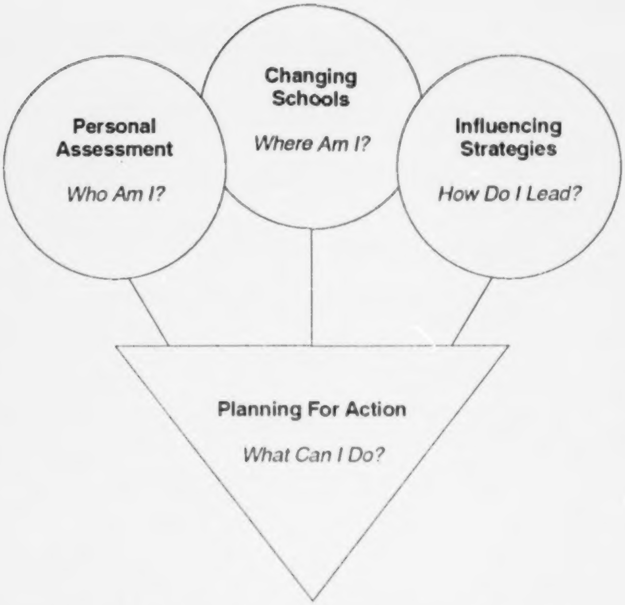

Figure 2.4. Leadership Development for Teachers Model

on an innovation. As schools and school districts became more sophisticated, they began to offer follow-up support and even peer coaching to help teachers incorporate the new ideas into their classroom practice. The problem with these approaches to developing teachers is that the school reform efforts require that teachers take on new roles. The current stage of reform demands that the teacher act as a leader, not as a consumer of innovations. Teacher leadership challenges teachers to invent local solutions to meet the needs of their students and to influence others about these solutions. Teachers first understand themselves, then their colleagues; finally, they identify a place for themselves to provide leadership.

We believe that developing teachers as leaders requires a model that centers on four components. First, teachers examine their own beliefs. They answer the question, "Who am I?" in the educational context of their work. Personal assessment activities help teachers recognize the values, behavior, philosophies, and professional concerns that underlie their professional performance. Knowing their own profile leads to a recognition that their colleagues may be quite different from them and that successfully working together requires an acceptance of those differences.

Second, the change process is studied in the context of the school. Teachers sometimes bring only the perspectives of their classrooms, their grade levels, or their subject areas to broader leadership roles. The question becomes, "Where am I?" in my teaching situation. This question can help teachers think about the whole school and making change within that setting.

Third, teachers develop influencing behavior. Learning to lead groups, to listen, to use data, and to recognize the needs of others can be a powerful set of skills for teacher leaders who want to influence change. Answering the question "How do I lead?" others in my leadership role provides teacher leaders with concrete strategies and skills to use in their daily roles.

Finally, teacher leaders design action plans for their school settings. The question of "What can I do?" when I return to my school is an essential piece of a development experience if a teacher is expected to apply new skills and knowledge in the classroom and school.

Leadership development for teachers focuses on these components, but the process is not linear. Teacher leaders, throughout their careers, can experience systematic staff development in a variety of settings. To build on the past and move to a more promising approach, staff development practices should continue to evolve toward learning communities in which teachers learn together as they work toward improving their schools.

Who Is Responsible?

The responsibility for the development of teachers leaders is not limited to a single individual or group. Too often, the entire obligation is placed on the shoulders of the school principal and the district's staff developers. Superintendents and district leadership personnel can set expectations for teacher leadership, express the value of developing teachers as leaders, and offer schools resources to support the development of these leaders. Teachers have a role to

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play in developing collaborative environments in schools and in providing collegial support for one another as they learn to serve as leaders. Colleges and universities can introduce the idea of teacher leadership to their undergraduates. Higher education also can provide opportunities for graduate students to acquire the knowledge, skills, and attitudes that are important to the teacher leader.

Superintendents and Other Managers

The school rests within a larger organization, the school district. In a two-school district or a district with hundreds of schools, the decision makers at the district level influence the learning of the adults within the entire system. The influence can be tangible, such as resources allocated to staff development, or it can be intangible, such as setting the expectation for individuals to learn. Like principals who set the tone for change in their schools, superintendents and their staffs are responsible for providing the type of support that frees and encourages schools to prepare teachers as leaders. Superintendents and other staff in a school district can legitimize the efforts of developing teacher leadership by establishing appropriate policy and district culture and by being advocates for teacher leadership.

The best scenario for change in a school system is a simultaneous top-down and bottom-up approach to change (Fullan, 1993; Kilmann, Covin, & Associates, 1988). School board members, superintendents, and supervisors of principals can promote teacher leadership as a resource to be tapped. This attention to teacher leadership will persuade leaders in the schools to place emphasis on leadership development for teachers at the school sites.

School Administrators

Principals can encourage or discourage teacher initiative; they can propose or restrict opportunities for leadership in the building. These leaders are critical to empowering teachers as leaders. They are the primary models for teacher leaders in the school and may effectively model leadership strategies and skills that teacher leaders can use. A principal's willingness to be a colearner with teacher leaders to improve classroom practice is another way to support teacher leadership in the building. Removing barriers, providing resources, and actively listening can be the most important tasks a principal performs for teacher leaders (Clift, Johnson, Holland, & Veal, 1992).

The school principal is responsible for striving to make the school a workplace in which teachers have autonomy to make decisions about their work. The existence of this type of environment in a school becomes known throughout the school district and attracts good teachers who want to work in the school. A study of middle school administrators revealed that effective principals were consistently able to identify the informal teacher leaders in their schools and that the input, direction, and suggestions of these teacher leaders were sought and used (Whitaker, 1995).

After principals encourage willing teachers to accept leadership roles, they struggle to involve those who are reluctant to assume a leadership role. There is an advantage to inviting resisters into the mainstream of school change. The dissatisfied or withdrawn teacher may be willing to provide positive leadership if the principal can find an area the teacher really cares about changing. Principals can use strategies to include a wide range of teachers in leadership roles. When teacher leadership is modeled by others, the hesitant teachers may see the benefits and agree to take on a role themselves. Principals spend energy with the teachers who wish to be involved in leadership and hope that the others, given extra effort and encouragement, will accept the invitation to lead. Finally, the principal can recognize and reward the efforts of those teachers willing to invest their time and energy in acting as leaders of the school reform efforts.

District Staff

In this era of school reform, the roles of district staff are changing. Their responsibilities are now to help schools to develop their own capacity to change. Enabling others requires that district staff use a set of skills different from that required by the controlling tasks of the past. District staff members may feel uneasy about losing what they perceive as power in their relationships with schools. In progressive school systems, district staff members are now asked to meet the needs of schools—their customers—rather than to serve as monitors.

A perceived need by a central office may be to make sure that all students are receiving the content knowledge and skills that are important. This responsibility usually is placed in a curriculum and instruction division. Writing teams gather to develop a sequence of skills, the products of these teams are delivered to teachers, and everyone at the district office relaxes, knowing that there is uniformity in the delivery of services to students. Of course, this is false hope. Even the most conscientious teachers adapt or may even ignore the district-level curriculum. A more helpful approach would have district staff working with individual teacher leaders in resolving the conflict between their needs for autonomy and the district's needs for consistency. Providing time and materials, as well as engaging in conversation and problem solving with teachers, is more appropriate for district staff members than prescribing to and checking up on teachers.

The change in roles for district staff can provide schools with additional resources to support teacher leadership. Curriculum supervisors can provide teacher leaders with valuable information about their practice and connect them with professional organizations. Teachers can begin to see district staff as resources and join them as powerful professional partners.

Teachers

Teachers are responsible for the support of teacher leadership. The giant cannot be awakened without teacher leaders inviting others to join in their community of leaders. By establishing collaborative relationships among faculty members, they begin to take the first steps toward establishing an environment in which teacher leadership can thrive. The social relationships of teachers within a school are powerful determinants of how assuming leadership roles will be viewed. Members of powerful cliques within a school can encourage or inhibit teachers who are willing to take on leadership roles.

Individual teachers are obligated to consider their own contributions to the improvement of teaching and learning within their schools. Leadership roles may be offered, but if teachers do not step forward to fill them, then both the school and the individual teachers lose. Many optional teacher leadership roles, involving many different kinds of tasks and activities, exist for those teachers willing to accept them. Modeling the role of teacher leader for colleagues is a contribution a teacher can make. These actions will promote the acceptance of the role by others. One teacher leader described her contribution to others: "At my new school, several teachers were so impressed by my behavior management system that they modified it for use in their classrooms." Ultimately, it is each individual teacher's choice to engage in leadership activities.

Colleges and Universities

The role of the colleges and universities in preparing teacher leaders is significant in the continuum of teacher development. The expectation that leadership is a teacher's responsibility can be cultivated early in undergraduate preparation (Mooney, 1994). Collaborative arrangements, such as professional development schools or learning consortia, connect teachers with university personnel in new and promising ways. Development of knowledge, skills, beliefs, and attitudes about teacher leadership begins with university or college preparation programs for future teachers. Graduate programs can continue to prepare practicing teachers for leadership.

Application Challenges

For Teachers

1. Learn about allocations of staff development resources and how decisions are made about staff development offerings in your school or school district. Get involved in providing opinions to decision makers on these matters. Determine whether the approach reflects the best staff development practices and suggest ways to improve if it does not.
2. Join a professional organization and become active in supporting it. Make a commitment to participate on committees that are of interest to you. Promote the organization at the local, state, and national levels with other teacher leaders.
3. Volunteer to make a presentation to your colleagues, your school's parent organization, new teachers in your school district, or a committee or task force on curriculum changes. Share your personal experience in being a teacher leader. Focus your remarks on why teacher leadership is a necessary force in all school reform efforts.

For Principals

1. The best way to show that you value continuing development among teachers is to model it. Continue to be a learner yourself; try out new things; and attend workshops, conferences, and study groups. Participate as a colearner in training sessions you schedule for teachers.
2. Work toward setting up a common planning time for teacher teams, grade levels, or specific subject area groups. Only when teachers have time to collaborate on improving teaching and learning can improvement occur. This time also provides opportunities for teacher leaders to influence other teachers.
3. Involve teachers in setting goals for the school and in working on improvements that they value and can support. Plan for celebrations along the way to acknowledge progress toward improvement goals. Find ways to recognize the teacher leaders who are influencing the successes in your school.

For Superintendents and District Administrators

1. Analyze the extent to which teachers are assuming leadership roles in your district's schools and in the district office. Test whether most teachers are carrying out the mandates of others or whether teachers are "leaders" of the efforts to improve teaching and learning in their schools.
2. Staff development is a powerful force in making changes in schools, but opportunities are missed to make it meaningful. Menus of short-term workshops are still a prevalent form of staff development, though we know this approach lacks many essential elements that make staff development effective. Make a commitment to learn more about what research says about staff development and apply that knowledge in your district.
3. Establish a priority by allocating time and energy to preparing and selecting future leaders in your district. In the complex environments in which schools operate, principals must deal with leading change at the school site. Establish district policies that ensure that only the most capable individuals will become principals, then invest heavily in their development.

For University and College Professors

1. Engage professors and graduate students in a study of the relevant literature on professional development of teachers. Invite staff devel-

opers, principals, and teacher leaders to discuss with your students how practices of staff development can be improved.

2. Examine your current course of study for preservice students to determine whether knowledge of leadership and leadership skills is being included in undergraduate preparation for the classroom.
3. Decide ways in which university faculty and teacher leaders could together carry out action research projects that focus on reform efforts in the schools. Think about how the university faculty can change their roles from "experts" to colearners with the school-site personnel.

Conclusion

Each stage of school reform emerges from prior reform efforts, and this maturing process leads us closer to the pivotal contributors to student success. Teachers leaders are essential to our chances of achieving success with students. Rather than performing predictable jobs conducted in isolation from other adults, teachers can take leadership roles in their schools. In these leadership roles, they are perceived as professional colleagues drawing on dependable knowledge about teaching and learning while doing nonroutine activities (Leithwood, 1992).

If teachers are expected to move into leadership roles, they must be provided meaningful staff development experiences, in both formal and informal settings. Leadership development for teachers cannot be left to happenstance. The evolution of development practices from "outside experts" delivering workshops, to organizational development interventions, to the creation of collegial learning communities in schools can best serve teacher leaders in their learning. Traditional in-service training is no longer acceptable for the complex type of learning needed in school reform. Many stakeholders must assume responsibility for systematically providing staff development experiences that help teachers to assume meaningful leadership roles in the reform of schools.

3

Honoring the Uniqueness of Teacher Leaders

> *[B]ecoming a leader is synonymous with becoming yourself. It's precisely that simple, and it's also that difficult. (Bennis, 1989)*

As a teacher walks through the front door of a school, a whole person enters the community of teachers, administrators, students, and other staff members. Teachers used to be encouraged to compartmentalize their personal and professional lives, but this is no longer recommended. We now understand that the "work self" exists in concert with other facets of a teacher's life, and attempts to split them are absurd. This uniqueness affects how teachers will approach their work and carry out leadership roles. Because of the importance of personal assessment for success in leadership roles, a major component in the development of teacher leaders asks "Who am I?" (Figure 3.1). To thrive as teacher leaders, individuals must recognize the factors that influence how they and their colleagues work, learn, and change in the workplace. Although the external environment in which they function influences teachers, the real change occurs internally. "Self-assessment made a difference in my life," confided a teacher in our leadership training program.

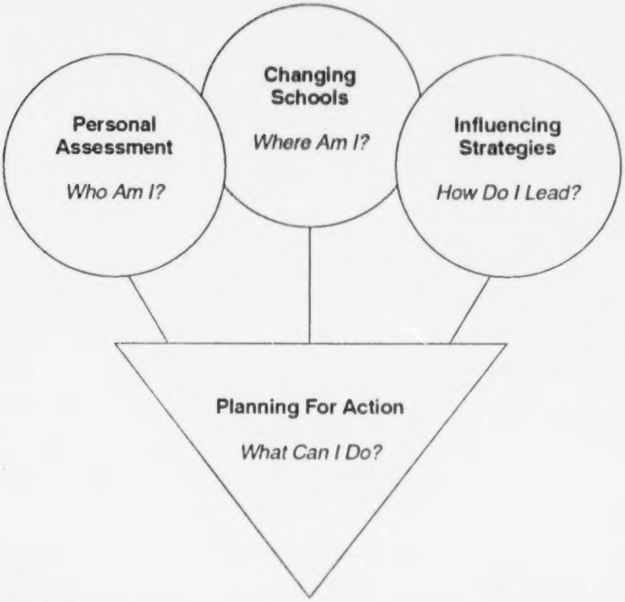

Figure 3.1.

Educational change is not only school by school but also, and more important, person by person. A faculty is made up of people with a mixture of teaching skills, assumptions about education, career needs, work perspectives, and adult development stages. Teachers cannot presume to lead others before they understand themselves. When they spend time in self-assessment activities, teachers recognize that their colleagues have different sets of values, beliefs, concerns, philosophies, and behaviors. This realization led one teacher leader to share about a troublesome relationship with a fellow team member,

> I don't feel threatened by my peers and I give it my best shot. I feel much more confident and skillful in working successfully with a teacher on my team. She and I are working better together and I am able to listen and see her point of view. More important, I am able to help her in being part of our team.

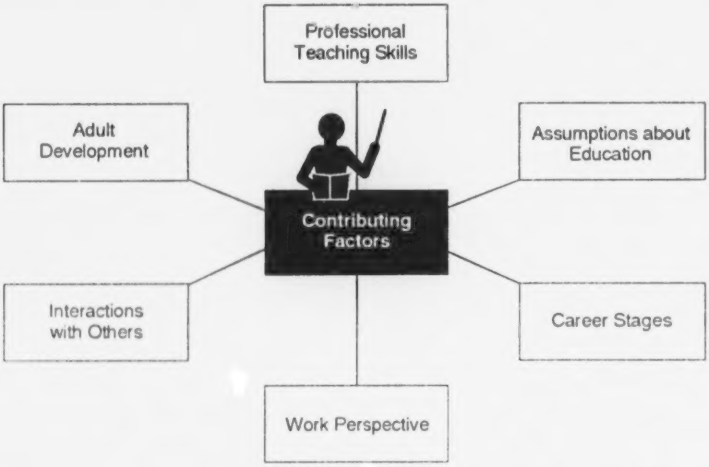

Figure 3.2. Factors Contributing to the Uniqueness of Teacher Leaders

Professional Teaching Skills

Before teachers' leadership will be accepted by other teachers, they must be competent in their professional teaching skills. These skills are necessary to lead effectively with students in the teacher's classroom and to establish credibility with peers and administrators. Competent teachers see situations within the classroom and pull instructional strategies from a repertoire of skills to match student needs. The strategies may not be found in the lesson plans, and the teacher's ability to adjust instruction reflects a high level of skill development. If a teacher is not proficient in professional skills, then the focus in the classroom is on daily survival. This teacher will need to develop classroom expertise before leading others beyond the classroom.

Teachers confident in their own abilities are not threatened and are ready to collaborate with colleagues. They are willing to explore new strategies and expose their own insecurities about their teaching practice. Teachers who can be honest about their struggles are usually the ones who win the respect of their colleagues. Many teachers believe they should know the answers; after all, they are teachers. Teaching, however, is an uncertain craft (Rosenholtz, 1989), and when a respected colleague reveals uneasiness, it makes others feel that they are not alone in feeling frustration.

One teacher leader described another teacher: "She has always been successful first with students. She always seems to know what she is doing and how to approach things in a quiet and supportive, dependable, enthusiastic way." As teachers become secure in their professional teaching skills, they are ready to reach out beyond the classroom to share with others. As one principal commented, "To me the highest accolade a person can have is when teachers ask their peers to help them."

Assumptions About Education

School reform challenges teachers to confront what they believe about education. Because our assumptions guide our actions, this is an important step in teachers' development. Earlier, we shared our assumptions about teacher leadership; similarly, teachers bring a set of assumptions to their leadership roles. Rarely are teachers given opportunities to examine their own assumptions and then compare them with their practice. For example, teachers' views of education are based on their experiences as young students. Teachers may remember success in their own education. It is difficult for them to think differently about school when traditional education served them so well. School reform efforts, at times, call into question teachers' assumptions about their positive experiences. If they excelled as individuals competing for academic grades, then it may be distressing to embrace cooperative learning. These assumptions will influence the decisions teachers make and how they will lead others.

Little (1993) recommends that teacher leaders examine the underlying assumptions of school reform and look for congruence with their existing beliefs, values, and practices. Teachers' assumptions also can be tested by inviting them to compare what they believe with their actions. For example, experienced teachers who say that "beginning teachers should be supported" may find that their actions are incongruent with this belief. They may be reluctant to confront the practice of placing novice teachers with the most difficult classes in their school. The "walk the talk" test of belief statements is a powerful measure of teachers' expectations. They experience discomfort when they realize that their assumptions do not match with their practices.

Teacher leaders may think that all teachers share their beliefs about discipline, or homework, or other areas of concern. It is eye opening for teacher leaders to see how their assumptions may be unlike the views of their colleagues. Teachers are even more disturbed when they discover that they do not share the school's values. Until this dissonance is resolved, teacher leaders may not be comfortable in working toward common goals for the school. Some teachers leave schools to find positions in different schools that are congruent with what they believe.

Stages of Career Development

Teachers may enter the profession at a traditional age or at other times, after they decide to move from another career into teaching. A teacher's career stage can influence willingness to take on leadership roles. Super, Thompson, Lindeman, Myers, and Jordaan (1988) describe four stages of career development and the concerns related to each stage. The stages are not always sequential. Some teachers skip stages, and others repeat them at particular points in their careers. A teacher who moves to a new position to teach a different type of student or new instructional content may change stages.

Exploration Stage

Teachers entering the profession have concerns different from someone who has taught for 20 years. The individual recently graduated from the university will watch other teachers to decide the best way to survive in a school. It takes time to learn the social protocol for working with both students and adults. If the preservice program at the university emphasizes a teacher's responsibility toward school improvement, beginning teachers may take on limited leadership roles at the start of their careers. We work with teachers with less than 3 years of experience who are actively involved as members of school improvement teams. This early interest in teacher leadership should be encouraged as a means of helping to retain outstanding teachers. Many beginning teachers now bring with them previous work experience and the expectation of being involved in leadership roles.

Establishment Stage

As teachers become comfortable with organizing and delivering instruction, they may decide to move their interest outside the classroom to work with other colleagues. These relationships can be positive influences on the improvement of instruction or remain informal social interactions not related to teaching and learning. A teacher leader may elect to work with a teacher on the same grade level, serve as a department chairperson, or join the school's governance structure.

Maintenance Stage

The "greying" of the teaching force (Sikes, 1992) implies that there are many teachers who are at this career stage. These experienced teachers face three options. First, they can remain unchanged and teach as they have taught for years. Second, they can update their knowledge and skills to improve their performance in the classroom. Finally, these teachers may decide to move beyond maintenance to improve their professional skills and influence school change on a broader scale.

Disengagement Stage

Toward the end of a teacher's career, concerns may change depending on involvement in leadership roles. Teachers may become renewed at this stage or begin to plan for their retirement and reduce their leadership contributions. Teachers who maintain a level of commitment to improvement in the school can be outstanding resources. If they have the respect of other teachers in the school, these teachers can influence those with less experience or those with fewer skills.

Withdrawal

At any time, a teacher may withdraw from involvement. If interventions are to be successful with teachers who withdraw, they should occur early (Steffy, 1989). Unfortunately, the symptoms are hard to detect because teachers who begin to withdraw become quiet and blend in with a compatible group of peers. Inviting teachers at this stage to accept even limited teacher leadership roles may be enough of an incentive to prevent them from moving into deeper levels of withdrawal.

Teacher leaders benefit by understanding their own career development stages. This helps them clarify the concerns they may have at various times in their careers. As leaders, teachers have an obligation to support their colleagues. Knowledge of career stages also helps teacher leaders select appropriate strategies to use when helping others.

Many teachers we work with are at the stage of exploration regarding their roles as teacher leaders. They are rethinking their careers and trying to decide how they will pursue their desire to increase their sphere of influence. The traditional option has been the route to administration, but now teachers can consider a lateral move by providing leadership as a teacher.

Work Perspectives

Teachers are affected by their perspectives on work as well as by career stages. Staw's (1986) longitudinal study found that a person's disposition as a teenager can predict an attitude toward work in middle and late adulthood. Perhaps people are not as malleable as one would like to think they are. To change an attitude toward work requires strong interventions. It often takes a critical incident to change a person's perspective. For example, a teacher's own child may experience difficulties in a traditional school environment, stimulating that teacher to suddenly see the benefit of increased commitment to change in education.

Another aspect of the work perspective is teachers' balance between work and other parts of their lives. For example, some teachers may view their responsibility to teaching as secondary to other life obligations. Certain teachers may believe that teaching is a mission and devote extra time and effort. Different perspectives on work can influence the leadership responsibilities these two groups of teachers may choose to accept. The first may want to provide leadership within the classroom and, perhaps, help a few colleagues. The other group may take on the leadership roles in groups within the school, which frequently require time beyond the regular workday.

Teacher leaders involved with governance and decision making put in long hours doing an excellent job with their students and providing leadership schoolwide. For some teachers, this is an assignment they want to accept, whereas other teachers have priorities outside the workplace that prevent this level of commitment. Just as do other adults, teachers have struggles with life issues. Children, elderly parents, marital difficulties, second jobs, community involvement, and other personal worries occupy the minds of teachers as they shoulder leadership obligations. Often, concerns are expressed about students who live in difficult family situations, but teachers may experience similar types of problems. The reluctance of teachers to take on leadership roles may not be out of a lack of interest but to protect the time they need to balance work and personal responsibilities. Teachers welcome options in their level of involvement with leadership responsibilities.

Interactions With Others

Teacher leadership demands frequent interactions with other adults. This may be uncomfortable for some teachers. One teacher leader offered, "During faculty discussions, I didn't hesitate to share. I was surprised that I took a risk—just the willingness to share and being open was a change for me." Interactions beyond everyday conversations with others who work nearby forces teacher leaders to deal with diverse ideas and speak out about their own beliefs.

Teachers working in collegial work environments are more effective (Little, 1990; Lortie, 1975), but working alone should not be construed as an unhealthy way to work. Hargreaves (1993) questions the negative connotation given to teachers working alone. Teachers may prefer working by themselves for many reasons. Like the general population, there are teachers who are energized by contacts with others and those who would prefer to work alone. The structure of the work environment may not encourage teachers working together. Finally, teachers sometimes choose to work alone to conserve their most valuable resource, time.

Selecting the best match between the desire to interact with others and a specific teacher leadership role contributes to the success of that teacher. Those who prefer to work alone may be interested in roles such as developing grant proposals or writing curriculum materials. In contrast, the teacher who wants to interact with others may be more interested in facilitating teams, speaking at community group meetings, or becoming a trainer. As teachers learn to know themselves, they will become more clear about the kinds of leadership activities that suit their individual styles.

Adult Development

Each day, adults have opportunities to reflect and grow. Individuals can choose to develop, or they can continue to view the world from an existing perspective. More than 30 years of research from developmental psychology reveals that just as children have developmental needs, so do adults. Teachers' developmental stages influence their interactions with students, with parents, and with other staff members, as well as their ability to lead others.

Leithwood (1990) proposed a synthesis of the work of three developmental psychologists and created a stage model to describe adult growth. The descriptions that follow are adapted from his work.

Developmental Stages

The stages of development appear to be neat categories, but adults are unpredictable and cannot be pigeonholed. Each of us is unique and exhibits behavior represented in different stages. Although other models exist, Leithwood's synthesis offers insight into a teacher leader's stage of development. Teacher leaders who are at the self-protective stage (see Figure 3.3) may find open and honest communication to be tougher than do their colleagues. Teachers at the conformist stage tend to honor the status quo, finding it difficult

Stage 1: Self-Protective Must obey rules, but tries to get own gain Most questions have one answer Fear of being caught Blames others	**Stage 2: Conformist** Needs approval to meet expectations of others Feels guilty breaking the rules Tends to go along with the group and not accept individual differences
Stage 3: Conscientious Understands multiple possibilities Recognizes there are exceptions to rules Future oriented	**Stage 4: Autonomous** Fully independent Understands the interdependence of relationships Accepts others as they are

Figure 3.3. Adult Development Concerns

to embrace change unless others on the faculty want it. Group decision making is a chore for these teachers because they find different perspectives on issues annoying. In contrast, the teacher leader at the conscientious stage values consensus and would be effective as a facilitator or a group member. At the autonomous stage, teacher leaders not only see value in others' viewpoints but also draw strength from them. They may appreciate schoolwide leadership responsibilities.

Adult development is complex. Teachers find the right time to examine what is happening in their lives, both personally and professionally, and then choose to change or maintain their current perspectives. A principal reported about a teacher leader in his school, "I see a big difference in the last two years. She has a calm way of dealing with the team. She smoothes over hurt feelings and the little problems are resolved." This teacher leader chose to learn, and those around her benefit from her development.

Value of Knowing "Who I Am"

Experience with more than 3,000 teacher leaders taught us that personal assessment does not stop with understanding about oneself, important as such insights may be. The meaningful learning for these teachers has been in how they view their colleagues. They recognize and acknowledge the differences that exist among their colleagues, and they learn that diversity is to be valued.

We emphasize the importance not only of acknowledging these differences but also of inviting teacher leaders to reveal their own assumptions to encourage a deeper understanding of others. Seeking to understand these differences requires teacher leaders to use effective listening strategies to draw out others' perspectives. Teacher leaders report becoming more influential through using good listening techniques with their peers. They describe using their skills diagnostically. Listening to find out what questions they needed to ask when solving problems and listening to give better responses are among the changes in behavior they cite. Listening with empathy is reported as critical to their newly acquired leadership roles. A teacher leader stated, "By actually hearing and being certain I heard what I thought I heard, I can better serve the teachers with whom I work."

Principals and colleagues of teacher leaders tell us that their communication abilities help them to move others toward school goals. Responses from teacher leaders themselves reveal that they can be deliberately skillful in managing alternative perspectives. In one study, 44% of the teacher leaders reported transferring these skills to church and civic work, and 41% reported using the skills with spouses, children, and others in their families (Hewitt-Gervais, 1996).

Teacher leaders can look at their own assessments and predict how others may be the same or different, then use this information to be more effective with others. The insights help teacher leaders to know themselves better. Often, they conclude that leadership involves changing one's own behavior to be productive with diverse groups. Through their competence in listening and skill in acknowledging others' perspectives, teacher leaders honor uniqueness among their colleagues.

Application Challenges

For Teachers

1. If you are exploring the notion of being a teacher leader yourself, keep a journal about the skills, knowledge, and experiences you have. Decide where you are in terms of professional skills and career stages. Where do you see a role for yourself in providing leadership at your

school site? What might be an opportunity for you to contribute your time and energy?

2. What aspects of your personal life influence your role as a teacher leader? Consider family obligations, health, outside interests, and your own development.
3. Create a graph of your faculty members and analyze the number of teachers at each of the four stages of career development. Use this information to guide the strategies you select as a teacher leader. How would you relate differently to beginning teachers than to teachers near the end of their careers?

For Principals

1. Matching the needs of the individual with the needs of the organization is a complex undertaking. Think about those teachers on your staff who may not be fulfilling their potential to be leaders. How could you match their skills and talents with real needs at your school? Meet with teacher leaders for a discussion about their roles. Encourage them to talk through their feelings as you support them.
2. Establish an informal mentoring program for new or transferring teachers to help them adjust to the school culture. Encourage teacher leaders to act as mentors to individuals who wish to be helped.
3. Conflicts will arise naturally within a faculty making changes of consequence. Treat these situations as opportunities for all to learn. Do not back away from conflict. Differences can be as important as consensus in unpredictable change situations. Use your knowledge of differences to help your faculty understand what might be going on. Look for individual and group learning that can result from working through a conflict together.

For Superintendents and District Staff

1. Teachers who are prominent, active, and visible in your schools and communities are less likely to suffer from teacher stress and cynicism in the middle to late career stages. What forces in your district are supporting this level of involvement, and what forces are obstacles?
2. Teacher leadership cannot succeed without rewards and incentives. Examine your district's practices concerning these issues.
3. Work more closely with the colleges and universities that train teachers for your schools. Form partnerships and work collaboratively to produce teachers who see themselves as agents of educational change.

4. Invite your teacher union leaders to discuss ways you can work together to provide leadership development opportunities for teachers.

For University and College Professors

1. Develop strategies to include, in your programs, personal assessment of communication styles and leadership approaches for teachers. Teachers who know themselves are more likely to understand and work well with their colleagues and students. Encourage your students to maintain a portfolio of information about themselves.
2. Case study research on teachers at different levels of adult development or career stages would be instructive to both faculties and students. Think about how this research could be accomplished by faculty or graduate students.
3. Create school-university councils to focus on the university's role in helping with the development of teacher leadership and how schools can aid the university in identifying and preparing persons for the teacher leadership roles in schools and districts.
4. Consider how educational leadership graduate programs should be modified to prepare future principals for school reform. Decide how school administrators will acquire the knowledge and skills to be facilitators of leadership development for teachers.

Conclusion

The uniqueness of the individual must be honored as each considers and moves into a leadership role. Many factors surface as teachers assess where they are in their professional and personal lives.

In our experience, the development of teacher leaders begins with personal knowledge. Teachers need an opportunity to assess their teaching skills, assumptions, career and adult development stages, and work perspectives. With knowledge about themselves, teachers can see that other faculty members are not simply being difficult but truly have varying perspectives. Important insights about self and colleagues result in teacher leaders beginning to value differences. Teacher leaders use communication skills to increase their proficiency in working with people with alternative perspectives.

Attention to the organizational environment in which teachers work is also necessary. If the school workplace does not reflect a rich learning climate for both students and staff, teacher leadership will not flourish. Teachers seek positions in schools that have environments that support the individual differences discussed in this chapter. If the goal is to improve all schools, then all schools need to provide healthy environments for adult growth and development.

4

Building a Context for Teacher Leadership

Nothing outside of the activity itself can be as important as the context in which it occurs. (Wideen, 1987)

Camelot School

We anticipate arriving at the school in a few minutes, and we look forward to seeing for ourselves if all the things we hear from teachers are really true. Teachers tell us that working there is the most positive professional experience they have ever had.

As we walk into the building, we are aware of flexible space. Most of the isolated boxlike classrooms typical of our own school experience are gone. Movable partitions allow for large- and small-group instruction and enable teachers to adjust the space to meet their instructional objectives. There is evidence that student learning styles are accommodated as we glance into the instructional areas. Around the perimeter are teachers' work spaces with desks, telephones, and computers. One teacher tells us how pleased she is to have access to on-line networks to talk at any time with other educators with similar interests. Teacher planning teams and other collaborating groups work together in convenient meeting rooms.

Teacher teams use thematic instruction with groups of students to integrate the curriculum. Students stay with a teacher team for more than a year, providing continuity in the relationships between teachers and students. Student outcome goals, established by the local school board, are consistent with national and state goals. This school makes decisions about the structure of the school schedule and the delivery of instruction while meeting the expectations of the local school board. Staffing patterns are decided at the school site, so that resources are used to best meet the needs of the student body. The annual school budget is mutually agreed on by the school improvement team, which represents teachers, administrators, students, parents, and other community members.

Teachers use options for delivery of instruction, but they are also accountable for results. As a year-round school, there is time available during each learning cycle to analyze student data and to make decisions about changes to instructional programs. Teachers make continuous improvements by using data from such analyses. Guided by the direction set by the policymakers in the school district, teachers are in charge of making decisions about school improvements. Teacher representatives and the principal annually present their results to the school board and to the community they serve.

This is Camelot School, an ideal school where leaders consciously devote energy to building an organization that benefits all members of its community. The ideal does not mean that school personnel are always in agreement. Conflict is expected, and there are mechanisms for examining differences and reaching a consensus.

Teachers work for 12 months. During the cycles when they are not teaching, they have blocks of time to learn new skills. Distance learning allows teachers to have conversations via teleconferencing with experts in the field and other teachers interested in the same issues. Teachers discuss their action research findings with teachers in Kansas, Australia, or Germany if they wish. The cycles provide time for teachers to interview potential faculty members and design new instructional materials. Other teachers counsel and assign students, develop schoolwide plans, and lead teacher study groups. Experienced teachers mentor new teachers and familiarize transferring teachers with the norms of this school. Because teachers work in teams, time is adjusted within the school day for planning and delivering staff development activities.

University professors and graduate students work in the building, serving as colearners with the teachers to find the best ways to meet student needs. For the university personnel, the school is a rich resource for study and to try out new teaching methods. The teachers benefit from the interactions and from their reflections on practice that the university visitors encourage.

As we talk with teachers, we perceive a mutually supportive atmosphere in the school. Teachers move in and out of one another's areas with ease. There is evidence of sharing and respect among the faculty. Initiative is honored. Teachers try out different ways to help students take responsibility for structuring and evaluating their own learning progress. Recognition of teacher and student accomplishments is a high priority at this school. Conversations frequently focus on teaching and learning or on the needs of a specific student. Teachers who have the most expertise teach students who have the greatest needs. Most faculty members accept a broad responsibility for the success of all students.

The school environment of Camelot School encourages teacher leadership. The most important factor in the development or the impediment of teacher leadership is the context of the school. Although individual teacher dispositions, belief systems, and skills affect the ability to lead, the context of the school is central to success in leadership.

Individual teachers who work in a school context that does not support teacher leadership seek other opportunities outside the school or leave. When competent teacher leaders become discouraged in their profession, the cause is usually the organization in which they work rather than their classroom experiences. "Where am I?," a key question in developing teacher leadership, places the emphasis on the context in which teachers exercise their leadership (see Figure 4.1).

Why aren't all schools like Camelot School? The importance of the school culture to the success of students is clear. A positive culture within a school has been found to foster teacher leadership, which in turn produces positive results in student outcomes (Anderson, 1992). Within a neighborhood, you may find a school that promotes teacher leadership. Down the block, there may be a school in which

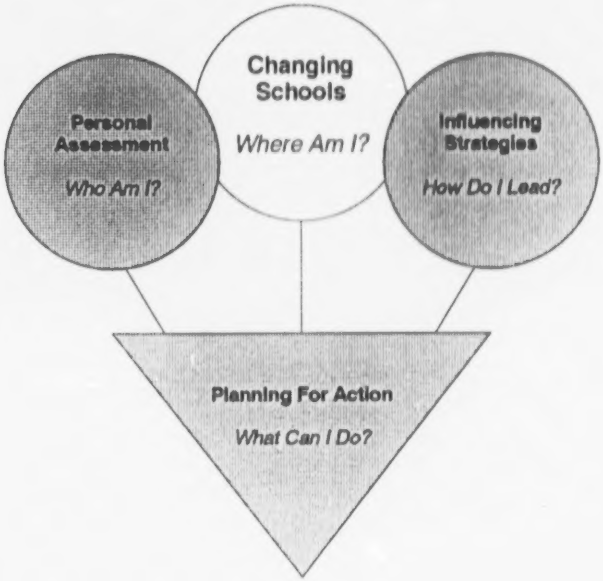

Figure 4.1.

practices limit the development of teacher leaders. School personnel in the second school may have unknowingly set up obstacles to teacher leadership.

We find that in schools where teacher leadership is the norm, there are measurable characteristics. These dimensions of teacher leadership include

Developmental focus: Teachers are supported in learning new knowledge and skills. They are encouraged to facilitate the learning of others.

Recognition: Teachers are respected and recognized for their professional roles and the contributions they make.

Autonomy: Teachers are encouraged to take the initiative to make improvements.

Collegiality: Teachers collaborate on instructional and student-related matters.

Participation: Teachers are actively involved in making decisions and contributing to important matters.

Open communication: Teachers "send" and "receive" communication in open, honest ways at their school.

Positive environment: Teachers experience a positive climate and effective administrative leadership.

When we talk with colleagues about these dimensions, the usual comment is, "After the first five minutes in a school you can tell." It is true that intuitive feelings about the environment of a school may be accurate, but gathering data contributes to a more worthwhile conversation about a school's strengths and weaknesses. We developed an instrument, the Teacher Leadership School Survey (described in Appendix A), to measure teachers' perception of how their own schools reflect these dimensions. After we assemble teachers and have them respond to the items and graph their scores, we watch them move around the room. They share their graphs, note the similarities and differences, and discuss the practices in their schools. Teachers from the same school tend to find one another and see if they view their school in the same way. Comparing home school environments, some teachers lament that the dimensions are not evident in their schools, whereas others boast how their schools support teacher leadership. Discussion of how schools recognize and strengthen teacher leadership can be a springboard for teachers to influence change in the way things are done in their own school settings. It is not unusual to hear teachers say, "You mean teachers are involved in making that decision at your school?" or "Your principal encourages teachers to do this at your school?"

When looking at the school cultures that support teacher leadership, we can measure the differences between schools. Cultures are affected by the relationships among adults in the school, the actual organizational structure, and the use of time. These three factors are under the control of the people within the school and the school district. Principals and teachers who lead effective schools know how to work to establish positive relationships, effective structures, and flexible use of time.

Relationships

If the context in which teacher leadership takes place is important, then the relationships within that context are pivotal. Social interactions influence teacher leadership within a school more than training, experiences, personal characteristics, abilities, or the formal structure within the school (Hart, 1990). Teachers endeavor to maintain collegial relationships with fellow teachers while assuming leadership roles. At the same time, they must develop unique relationships with administrators who can promote their professional growth or can see their leadership as threatening. This balancing of interpersonal relationships may keep teachers from taking on leadership responsibilities. Why should they move into this risky territory when the reward may be the rebuke of their administrators, or worse, rejection by their peers? A healthy school culture recognizes these tenuous relationships and offers safety nets for teacher leaders.

In schools where there is shared leadership and there is no need for heroic leadership from one person, teaching and learning improve (Heller & Firestone, 1994). All teachers have opportunities to develop leadership skills based on their own interests. The principals in these schools discover that teacher leadership not only builds a leadership team but also makes the school more productive. Teacher leaders can supplement the principal's energy and can help with accomplishment of school goals and tasks. In fact, sometimes teacher leaders coach principals about their leadership behavior, as in the case of one principal who described his relationship with a teacher leader: "She has to remind me that she is not the squadron leader. She does this tactfully, because I go to her first and I must be reminded who to go to." The principal is aware of how this teacher leader influences his actions by helping him to remember to solicit input from all teachers.

Maintaining effective relationships with colleagues can be more formidable than working with administrators. The egalitarian nature of teaching does not encourage a teacher to step out and take leadership roles. The norm for all teachers is to respect the privacy of other teachers, and violation of this norm may result in suffering the consequence of disdain from peers. Still, teachers move beyond their expected roles because they want to expand their sphere of influence and they are interested in their own professional growth. An example is a teacher who becomes an advocate for a particular innovation, such as new writing strategies. Once a teacher has a passion for a new idea, the concern about peer disdain is balanced with the possibilities of connecting with other like-minded colleagues to make a difference with students. Consortia of schools across the country take advantage of this and provide opportunities for teachers to share and learn from one another. A teacher leader said, "We need to do it [learning] in teams to support each other. We then have a quick backup so we can't forget what we learned."

The teacher leaders we work with are concerned about their relationships with other teachers in the school. How are they going to influence people who are resistant to change? What happens if they become involved in leadership activities and their friends do not? Why should they take on a task that will alienate them from their colleagues? Care in the way that teacher leadership is adopted can help teachers. They can discuss how their new roles may cause some friction, but that the benefits in improved student performance and increased collegial sharing will outweigh the problems. More than any other factor, relationships within schools affect not only the quality of school life but also the accomplishments of students (Barth, 1988).

Organizational Structure

Leaders within the school and policymakers outside the school influence the organizational structure. The strong school leader recognizes this and spends time developing structural systems that support teacher leaders (Bolman & Deal, 1990). These systems invite teachers to participate in making decisions and to accept responsibility for improved teaching and learning within the school (Troen & Boles, 1992). Structural systems may include strategies for involving many teachers in assorted decision-making groups. Communication strategies that effectively share decisions with all stakeholders help maintain a strong structure.

The business of schooling tempts principals to keep busy by attending to the daily tasks of district meetings, parent complaints, and student disruptions, but the time spent working with teachers to establish viable communication networks, effective decision-making groups, and celebrations of success give the school more valuable returns. To give time to developing these structures demands a school leader who is willing to relinquish power and place it in the hands of other leaders within the school. Using the reason, "I am the principal and legally responsible for what happens in this school" to avoid the complex tasks of structural change does not promote teacher leadership.

Teacher leaders can help with this. Principals who recognize the teachers who are early adopters of change efforts can tap into their enthusiasm. They know how to develop organizational structures that make sense within the culture of the specific school. The outdated mandates from the state or districts to organize in a specified way yield to site-based strategies empowering each school to construct its own governance plan. Past practice can guide this process, but each school adapts its structure to meet the needs of the community. For example, one guideline for developing structures would be to understand who the formal and informal leaders are within the school and invite these people to help bring about change. This seems like an obvious approach, but more than one principal unwittingly has suffered the consequences of introducing change without honoring these teachers' influence—whether positive or negative.

Obstacles to teacher leadership can come from outside the school, from district staff, parents, community members, or other external forces such as special interest groups. The principals of successful schools negotiate with the system (Goldring & Rallis, 1993) and develop liaisons with powerful individuals to diminish these barriers for the school. These principals buffer the impact of these forces. Teachers may not be aware of the efforts principals make to shield them from unpleasant information that could lessen the teachers' enthusiasm to lead. As teacher leaders move beyond their schools, they often are surprised by the school districts' political nature, which may impede effective teacher leadership.

Structures within and outside the schools cannot be overlooked. Systems for recognition, communication, and participation must be explicit in their design. These are not secrets known by only the powerful but tools used by everyone. For example, how decisions are really made in a school is information teacher leaders need. As more teachers become familiar with the way to get things done, more leadership will emerge. Building a positive environment for teacher leadership to function within these systems demands resourceful ways of finding time for teachers to learn, lead, and collaborate.

Time

Time dominates the list of constraints on school reform (Ballinger, 1992; Carter, 1992; Little, 1993). As we work with groups of educators in change efforts and ask them to identify the obstacles they face, the first response is always *time*. The traditional school day is still organized as most adults experienced it as students. To adjust student contact time is problematic because of the intolerance of the public to different approaches. Educators were also students, and they continue to think within those same limits, finding it difficult to imagine unique uses of time. Time is needed for staff development, for teachers to engage in collegial relationships, and for necessary meetings within the school day.

Reports are emerging that address use of time in schools (National Education Commission on Time and Learning, 1994; Purnell & Hill, 1992). They recommend strategies and methods to transform the structure of the school day to allocate time for teachers to share, meet, and learn. Purnell and Hill (1992) point out that change efforts in schools are restricted because the time needed conflicts with "conventional school practices, traditions, rules and regulations, collective bargaining agreements, and other determinants of time use" (p. 1). We believe that the issue of time will generate more study as schools struggle to free teachers to become leaders.

Teacher leaders want to learn, but there is a paradox. As much as they want to be involved in meaningful staff development, they are reluctant to be away from their students (O'Connor & Boles, 1992). During intensive institutes, we observe teachers heading to the telephones to check on their classes. They also mention their concerns about certain students or activities in which they want to be involved with their students. Recently, in a 5-day program we offered, teacher leaders returned to their schools for short periods for important reasons. Statewide testing of student writing skills, meetings on next year's schedule, and grade-level group pictures pulled the teachers back to their schools.

Most principals commiserate about the lack of time for teachers to work together. A waiver of policy is necessary to periodically allow early dismissal to give the schools a few hours for meetings or staff development. Negotiated teacher contracts reflect few planning days for leadership development. Even if the schools have this time, it is too limited for the amount of change expected in school reform.

School leaders who continue to think of traditional staff development as workshops and reliance on outside "experts" do not discover unique ways to find time. Time for these principals consists of snatched days or hours during which teachers will be "filled" with information. For example, a principal shared with us a plan he developed for the staff for a teacher planning day. Two motivational speakers made presentations; after the sessions, the principal planned to provide the teachers with journals so they could reflect about their experiences. The principal, with the best intentions, did not understand how to make the best use of time for staff development. More knowledgeable principals view staff development as embedded within the job of teaching and within the school's professional learning communities.

Teacher leaders may be unable to engage in collegial relationships with colleagues because of the school's schedule. Teacher teams without common planning time or sufficient time within school days may meet on weekends or evenings on their own time to perform the necessary preparation and coordination of efforts. Teacher leaders who now have opportunities to participate in decision making complain about the time required. Participation by all stakeholders simply requires more of a commitment from everyone than do the "decide and announce" methods used in the past. A teacher leader told us, "I need more time for leadership. We are isolated in our small environment. We need more support to bounce off ideas or to share frustrations and even time to encourage each other."

Existing Strategies to Find Time

Finding time for teachers to assume leadership roles demands resources. The resources may or may not be fiscal, but they frequently require additional people. Common strategies include the following.

Released Time. The first category of strategies is finding ways to cover the teacher's time in the classroom. If a teacher is not supervising a classroom, then another person must fill that role. It is a simple equation involving fiscal costs of substitute teachers or voluntary assistance from others. Options available to schools include use of noninstructional personnel, such as administrators, guidance personnel, and other certified educators. Schools find creative ways to combine classes and use voluntary aides to help the large groups. Professional development schools ask student teachers to teach classes (Boles & Troen, in press). Team approaches to teaching allow some teachers to be freed for staff development while other teachers maintain the continuity of instruction in the classroom.

Scheduling. Block scheduling, popular in the last few years, provides common planning time for teachers. This use of time restructures the day into longer blocks of time than the traditional class periods. Teachers have larger blocks of time to work with other teachers, to plan for their work with students, or to participate in teacher leadership responsibilities.

Schools schedule common planning time for teams of teachers to work on joint projects. These teams may or may not teach the same students. Teachers work on interdependent tasks, such as running interdisciplinary teams or grade-level teams, or there may be a restructuring focus that demands separate teams to come together.

Options for schools include early dismissal or delaying the start of the students' day. Schools may adjust schedules or request waivers to change the students' schedules to make time available. Concerns about unsupervised children during the release time and pressure from working parents may restrict these arrangements. School districts can work with recreation departments and other community agencies to provide after-school activities for students.

The school calendar reflects traditional ways of viewing time. Year-round calendars for schooling and extended contractual work weeks are two additional scheduling options to optimize time for teacher leadership.

Addressing Priorities. Purnell and Hill (1992) recommend considering four factors when scheduling time for school reform:

- Which staff members need to work together?
- How often do these staff members need to work together?
- How much time is needed to make these arrangements?
- What is competing with the ability of the school to provide this time?

When we examine school reform, we use a Venn diagram to compare a school's goals with its strategies. At a recent meeting, one teacher leader suggested that a third circle be added to the diagram to describe where they spend their time (Figure 4.2). Considering this diagram helps school members to visualize priorities within the school.

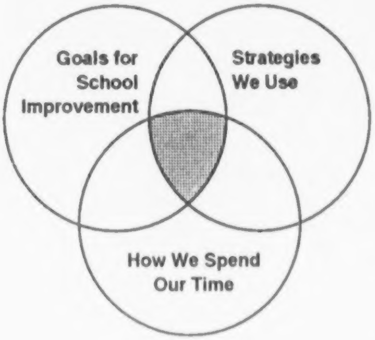

Figure 4.2. Addressing Priorities for Time

Schools continue to take on increasing responsibilities for their students. School leaders receive pressure from inside and outside the school to deliver more services. There is a need to reexamine existing programs and start eliminating those that make little difference in the schools. This sorting process is difficult because there usually is at least one person who has an allegiance to any program and may be reluctant to give it up. Other programs or procedures continue for no reason except that is what has always been done.

Excessive paperwork is a symptom of programs or procedures that have outlived their usefulness. Multiple sources of demands for written records may result from people requesting the same information. These paperwork demands may originate with the larger school system. District personnel can analyze paper trails and decide how much is absolutely necessary to maintain adequate documentation.

Time is a valuable resource in schools. If the time spent in meetings on school change is productive and fulfilling for teachers, they will contribute toward school reform. School administrators and district staff should convene meetings only when they are necessary, and they should honor the time in meetings by being prepared with an appropriate design and agenda.

School reform efforts have generated a deluge of meetings for all constituents. Productive meetings do not happen by accident; they are the result of someone taking time to plan carefully for expected outcomes. The up-front planning time may exceed the length of the meeting. At times, there should not even be a meeting. How many issues covered in faculty meetings or other types of meetings could be handled through another form of communication, such as electronic mail or interoffice newsletter? Identifying relevant decisions for teachers is a powerful strategy for saving time that still allows them to provide expertise on important issues.

Future Directions for Use of Time

Frequently, comparisons of student achievement for the United States and other countries hit the media. It makes sense to compare as well the amount of student contact time other countries schedule for teachers. For example, teachers in Asia spend more time in the school but less time with students than do teachers in the United States. This affords the Asian teachers with more time to plan and collaborate (Stevenson & Stigler, 1992). To make available the significant time needed for the retooling of the teaching force, Price (1993) suggests that teachers should teach for 4 days a week; the fifth days should be devoted to staff development, either as one day per week or collected to be used as a block of time. The public's expectations about teachers' use of time need to change in our country. Research and development time is necessary if teachers are to be effective while they are with students. Legitimate teacher work time is not limited to student contact time.

Funding

Teacher leadership requires more fiscal resources. We can talk about creative ways of scheduling, enlisting community volunteers, and teacher commitments beyond the school day. These temporary strategies are inadequate to make the time it takes to fill the role of teacher leader. They place additional burdens on already busy people, and they are doomed to fall under the weight of obligation. School districts face the paradox of rebuilding the confidence of a public that is reluctant to support additional funding while trying to meet the public's demand for restructured schools.

Private corporations that have training and development programs spend nearly 10% of their revenues, on average, for this function. School districts spend less than 0.5% of their budgets on staff development (Darling-Hammond, 1994, p. 4). The gap cannot be ignored. We work with school districts that have limited the number of teachers who can be out of their schools on any given day. In another school district, costs for substitute teachers are so prohibitive that schools cannot afford to release teachers for training.

The type of staff development needed for complex school reform demands more time, not less time. We work with a 9-day facilitator training program delivered over a 6-month period. After being asked to condense this program, we had to provide a rationale for the time involved to convince others it was necessary. Although we have research on the transfer of learning to the classroom (Joyce & Showers, 1988) and the need for reflective time to examine school reform ideologies (Little, 1993), we still do not always apply this knowledge to our practice. We continue to fund staff development with meager fiscal resources and cause further problems by failing to provide enough time for teachers to learn and grow. Sadly, one teacher reported, "The district took away the TDE (temporary duty elsewhere) leave. Teachers have to use personal days."

Length of School Year

To question the length of the school year for increased student learning begs an examination of the length of teacher contracts for teacher learning. Learning even a moderately difficult teaching strategy demands hours of staff development and follow-up support. There is not enough concentrated time for teachers to enhance their own learning during the limited school year. Adjustment of school calendars can give extended time for teacher development.

Technology

Technology will be another support system to help secure more time for teacher leaders to focus on leadership responsibilities. Many schools are in the initial stages of using technology, and changes are occurring rapidly. Soon, nearly all teachers will have their own telephones and computers in the rooms where students work. Colleagues will talk immediately about their practices, and staff development can be accessible when needed, not at workshops scheduled weeks later.

Teacher leaders can maintain their commitments to stay connected with students by adjusting the structure of the school day or year. Teachers cannot be expected to continue their responsibilities for student contact time and assume teacher leadership roles within the same time structure. Asking teachers to build their leadership skills only to face overload may result in their withdrawal while still on the job or even in their leaving the profession.

Application Challenges

For Teachers

1. Create, along with interested colleagues, a Camelot scenario for your school. What would it look like if teacher leadership were functioning fully in your school setting? What would your work environment be like if many teachers were involved in acting as teacher leaders? What adjustments to relationships, structure, and time would be needed to make teacher leadership a priority?
2. List the kinds of decisions teachers make within your school, then list the kinds of decisions you would like to see teachers make within your school. Examine each item on the lists and ask two questions: Is this decision relevant to teachers? and Do teachers have, or can they acquire, the expertise to make this decision? If the answer to both questions is yes, then you should continue to use your time to be involved—or seek to use your influence to become involved—in those decisions.

3. Analyze the types of conversations that take place in your school. If the focus is not supportive of a positive school environment, think of ways you can generate discussions directed toward the improvement of teaching and learning.

For Principals

1. Think about expanding leadership opportunities to those teachers who are reticent as well as those who are typically engaged in leadership. Select several uninvolved teachers on your staff and try to involve them in resolving problems they passionately care about.
2. Collaboration among teachers is hindered by inadequate time available to teachers for this purpose. Brainstorm with teachers in your school about ways in which you can help them create time. Several ideas to get you started include using administrators, parents, or volunteers to work with students while teachers are released; creating a schedule that allows for common planning time for teacher teams or groups; and once a month moving substitute teachers from grade level to grade level to release teachers for meetings.
3. Teachers taking on leadership roles may be suspect, and relations with peers may be affected. Consider how you can provide encouragement and support and how you can help teacher leaders to be accepted in positive ways within your school's environment.

For Superintendents and District Staff

1. Systems thinking can help leaders recognize that people (teachers) usually are not the problem: Systems are the problem. Instead of blaming, examine your processes, procedures, and policies to detect how the way you are doing things evolved, then decide on necessary changes to the system and the organizational practices. Patience will then be required to allow the time to see if changes do make a difference. Examine a current problem identified in your system and think about how to apply a systems perspective to solving it.
2. When teachers' abilities are acknowledged and they are treated in democratic ways, they probably find it easier to do the same for their students. Where are you in making the connection between restructured learning environments for students and similarly restructuring work environments for teachers? What are you doing to help make the shift from a bureaucratic view of the teacher as executor of district decisions to the teacher as decision maker with expertise and potential to make choices at the school and classroom levels?

For College and University Professors

1. Help undergraduate students acquire the skills of reflection. This will be meaningful to them when they are deciding how their personal values are consistent or inconsistent with a school culture.
2. Work on an action research project with teachers that focuses on teacher leadership. Help students set up the logical steps of the project to find a recommendation for practice.
3. Visit former students for opinions on how the university or college could improve its program to prepare them for entry into different school contexts.

Conclusion

The success of teacher leadership depends on the context in which it takes place. If school leaders do not pay attention to how the school environment supports teacher leadership, then there is little chance that teacher leadership will meet their expectations. School leaders with exemplary schools make teacher leadership a priority and take the risks to provide teacher leaders with what they need to succeed. This does not happen by chance; it requires a conscious effort by these leaders to design an environment that is supportive of all learning, including teacher development.

Schools that provide a context that supports teacher leadership pay attention to measurable dimensions that are important to building a context for teacher leadership. Explicit efforts must be made to develop relationships among adults in the school, adapt the actual organizational structure, and allocate the use of time. Each of these affects the success of teacher leadership and ultimately affects student outcomes.

School principals who devote energy to teacher leadership increase their own power. More is accomplished, students do better, the community is less critical of the school, and teachers are more satisfied. The result is better use of people, which, in turn, influences student outcomes. Teacher leadership benefits not only principals and teachers but also students. Given the appropriate context in the school, teacher leaders can influence teaching and learning.

5

Influencing Others Through Teacher Leadership

Teachers comprise a highly educated, dedicated, hard-working group of people who for centuries have been told how to do their jobs. They have been told this by the bureaucrats, administrators, politicians, parents, businesspeople, students, and college professors, . . . In spite of all of the advice classroom teachers have received, school achievement levels have not improved. We feel now is the time to ask for their assistance in reforming the instructional process. (Schargel, 1994)

Teacher leaders can influence changes in schools. As we visit staff development programs, we appreciate observing the use of credible teacher leaders to deliver the message to their colleagues. Teachers listen to other teachers because they know that the person speaking has had similar experiences. Similarly, in schools, teacher leaders can influence others, positively or negatively, toward accepting a new idea. Principals attest to the power of teacher influence, and they feel success or frustration depending on the outcomes. The charge is to acknowledge the power of influence and provide teachers with opportunities to develop leadership skills to use this power for positive actions.

We have all observed young children who are just beginning to learn that they have influence over their parents and grandparents. At this stage, they begin to experiment with their voices, gurgling, shrieking, and beginning to form words. There is a look of surprise and satisfaction on their faces when they recognize that through using their voices they can influence people and circumstances around them. Similarly, when teachers' awareness of their role as leaders is raised and they find their leadership voices for the first time, they begin to influence colleagues. A teacher leader related to us, "I was already serving on the school improvement team and not wanting to be reelected; but after the training, I said I would continue to serve. Teachers urged me to serve; they said I have their voice."

Teachers influence others through a variety of routes. After successfully using a teaching strategy, a teacher may become an advocate who shares the approach with other teachers. This self-directed influencing is powerful because the teacher is working from a belief system based on personal experience. A principal told us of this kind of influence by one teacher: "Our ESE program will be in the classroom next year, not a pull-out program. She is a believer in it." Teachers who have a passion for an idea can influence other teachers who may be reluctant. We know teachers who develop their own training programs to help other teachers build skills.

Teacher leaders influence teaching and learning in schools, but they also can influence other aspects of schooling. Teacher leaders can affect policy decisions, secure community resources, and work on teams. The range of possibilities is endless. Successful school leaders help teachers to find their "passion" or a niche of influence. Teachers then become advocates and attract other teachers to the change effort. Because the teacher leaders champion causes, the organization has a responsibility to prepare the teacher leaders to influence other stakeholders. In reforming schools, teacher leaders can affect student learning by using their influence.

Support for Teacher Influence

Schools have not been successful in making substantive improvements through single innovations. Thematic instruction, multiple intelligences, computer-assisted learning, and other innovations are introduced in schools with hopes of having significant effects. Although beneficial, these individual changes do not allow for the "systemic or interconnected conditions that influence classroom practice" (McLaughlin, 1990, p. 15). Single innovations do not produce comprehensive change in schools because this approach ignores the reality of life in a school in which there is a multitude of demands and pressures. For example, at an elementary school, there may be commitment to an innovation such as using cooperative learning. Then the state's funding decreases, class sizes increase, and the school loses several teachers, one of whom leads the training. Meanwhile, parents of the more able students storm the principal's office, demanding more homogeneous grouping. Teachers attempting to use the cooperative learning strategies run into difficulties, have little opportunity to meet and share concerns, and individually cannot resolve the problems. Would it be any wonder that the teachers and principal at this school retreat from using cooperative learning? Simply using cooperative learning alone without paying attention to the school as a whole system will not result in adequate change.

Public education can capitalize on the involvement of teacher leaders in the same way that businesses have learned to use the expertise of their employees. By applying the idea of continuous improvement to their practice, schools use the expertise of those persons closest to work with students to make decisions. Teachers also can learn to use data from students and families being served to influence their work. Teachers who accept the idea of continuous improvement make an effort to improve what they do and how they do it every day. Colleagues of teacher leaders describe these individuals: "She gets the pulse of colleagues"; "She is constantly pushing new projects"; "He is a mover into the 21st century."

Capitalizing on the resources each teacher leader brings to continuous improvment will result in comprehensive and long-term change. When school environments provide the opportunity for teacher leaders to be involved in decisions about their work, students are more likely to have the same opportunity in the classrooms. To maintain the steady work of improvement, schools need teacher leaders to be able to influence their colleagues.

Gaining Influence

Teachers are emerging as leaders who will influence practice in the schools. Just to be involved is not enough for teachers; teachers must have influence. To gain influence, teachers must have knowledge, status, and access (Maeroff, 1988). Patterson (1993, p. 3) suggests that "in the organization of tomorrow, leading means the process of influencing others to achieve mutually agreed upon purposes for the organization." Because teacher leaders seldom find themselves in situations that provide them with position power, they do not operate from a position of authority. The teacher leaders' power comes from the strength of their influencing skills.

Among the sources of power for having influence are personal characteristics and expertise. A principal said of a teacher leader, "She is still a peer to many, but an expert on our campus." As developers of teacher leaders, it becomes important for us to prepare teachers to have the expertise they need when opportunity for influence presents itself. Goodlad (1990, p. 27) clearly makes this point when he comments, "There is irresponsibility in significantly expanding teachers' authority without educating them to use it well." Potential teacher leaders can begin to develop the knowledge and skills for having influence during their undergraduate programs. Districts and schools can continue this developmental process throughout the careers of teachers.

We have not permitted the sleeping giant of teacher leadership to wake up and stretch its muscles. Teacher leaders have not been guiding the practice of teaching and learning in most of our schools. We always knew the giant was there, but most often we ignored its potential. Sometimes, we stepped over the sleeping giant deliberately. Instead of valuing teachers' expertise, we brought in experts to "fix" teachers by providing them with answers. Memories of adversarial relationships with teachers made many hesitate to recognize teacher leadership. Once teachers awaken to the potential of their role as leaders, however, the power of the giant will not be stopped. To take advantage of this potential, we must prepare teachers to be effective in influencing others.

A component of leadership development for teachers invites teachers to consider the question: "How do I lead?" (Figure 5.1). Staff development for teacher leaders should provide participants

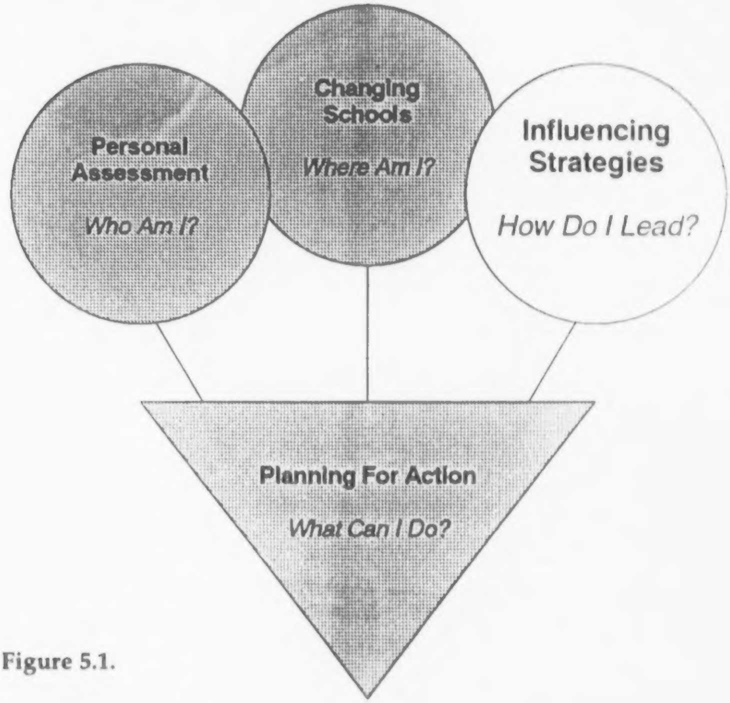

Figure 5.1.

with skills to influence other individuals or groups in the school setting. We find behavior modeling approaches (Robinson, 1982) to be useful as a training strategy to provide teachers with the means to develop these new skills. In this approach, participants see a new skill modeled in person or by video, learn a series of steps or behaviors that make up the skill, and then prepare to use and practice the skill. Following practice, the teachers can get feedback from others about their performance. Behavior modeling strategies, as a skill development approach to learning, provide a promising methodology for aiding educators. Teachers can learn these skills, as one principal shared: "Before the training she would come to me and ask for help with a blank agenda. Now she comes and says please approve it with the proposal already written. There is no blank paper."

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Teacher leaders can learn to formulate and present their viewpoints on current issues or situations related to school change and to influence other stakeholders. Guidelines help teachers in preparing to influence others in positive ways.

Guideline #1: Identify Own Position

Preparation includes thinking through the teacher's own position on the issue or situation. Teachers are encouraged to write out their positions to help them clarify their beliefs. When teachers write out their positions, they may discover that they do not have enough information to present their case.

Guideline #2: Gather Data

We suggest that teachers use data from personal experience and research findings to enhance and support their position. Using data from research requires that teachers inform themselves about educational research. It also may encourage them to take on action research projects or to use other data gathering processes to provide support for their positions.

Guideline #3: Identify the Needs of Self and Others

Next, teachers think about their own needs and interests in the situation and try to predict the needs and interests of the people they intend to influence. To achieve common goals, the wants of all those involved must be satisfied. Teacher leaders spend time thinking about how their personal needs and the needs of the people they are trying to influence may be the same or different.

Being thoroughly prepared helps teacher leaders be more comfortable in the situations. A teacher leader from Georgia shared with us how she used her preparation plan when she met with her superintendent to discuss leadership training. Another teacher leader described how she approaches her principal by first developing a plan of how to influence him. Many teachers report that they have found preparation to be an essential tool in their work with school improvement teams.

Influencing Others

Teacher leaders can become skilled in influencing others with training, practice, and feedback. These skills help to influence students, other teachers, parents, and administrators; they are applicable in many settings. The six steps we suggest to teacher leaders when trying to use these skills include the following.

1. *Clearly and confidently state your own position.* Teachers need to see themselves as leaders who can make a difference and that their opinions are important. Practicing being confident and clear in the presentation of a position is essential to success.
2. *Use data to support the position taken.* Data collected during the preparation stage are useful in building the confidence of the teacher leader to influence others. Although most data simply support the teacher leaders' intuitive beliefs about their practice, it is comforting when one's position can be validated through research or the experiences of others.
3. *Seek out and understand the perspectives of others.* While preparing, teacher leaders predicted what would be the needs of others. Now they probe to find out if their assumptions were correct. This step demands active listening skills from the teacher leader.
4. *Identify what is at stake for both parties.* To move toward agreement, teacher leaders need to elicit the perspectives of others. Examining what would make all parties satisfied is essential if there is going to be sincere support for the final decision.
5. *Generate options for a specific situation or problem resolution.* The ability to get all the options in the open helps move toward a decision. An option offered may differ from the teacher leader's original proposal yet may become the best solution for everyone involved.
6. *Reach agreement.* Reaching agreement with a variety of stakeholders strengthens the influence teacher leaders can have on reform efforts. The feeling of success comes when the teacher leader successfully works with others to meet everyone's needs and promote change in schools to improve student learning.

Acknowledging Diversity

Being able to influence colleagues successfully will require teacher leaders to understand how to work with others who are different

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from themselves. Within schools, departments and organizational and academic divisions are highly segmented. It may be difficult for teachers to engage with other teachers across these structures (Cambone, Weiss, & Wyeth, 1992). There are schools in which teachers seldom work with other teachers in the same building.

We encourage teacher leaders to learn skills that will make them sensitive to seeing others' points of view. A first step could be providing training experiences that focus teachers' attention on the diversity of educational philosophies at a specific school. We use an instrument, the Philosophy of Education Inventory (Appendix B), that helps teachers measure their personal educational philosophy. Predicting their colleagues' philosophies leads teachers to a deeper understanding of the different perspectives they encounter in making change happen at their schools. Practice with influencing others who have different beliefs about education invites the teachers to learn to work effectively with other people in their home schools.

Teachers work with a broader group of stakeholders, including parents, students, and business and community representatives—all of whom bring their own perspectives to the school setting. In addition, teacher leaders work with others who come from diverse cultural and socioeconomic backgrounds. Neighborhood schools in which everyone basically looked and thought the same no longer exist in most communities.

Learning skills to approach others who are different can enhance teacher leaders' abilities to work collaboratively with others. We suggest that teacher leaders learn to articulate and acknowledge the differences that exist rather than ignoring them. For example, the English department and the Social Studies department may think differently about grading, or the businessperson on the school improvement team may not share the views of a teacher in the group. Once differences are articulated, teacher leaders must learn to reveal their values and views by being open and honest with others. Finally, teacher leaders should seek to understand all viewpoints. Valuing individuals for the diversity they bring to a situation can be essential to the success of teacher leaders.

We find that teachers recall the value of understanding differences as a highlight of their leadership development experience. A teacher in one of our leadership sessions shared the following poem to describe these feelings.

The beauties of nature come in all colors
The strengths of mankind come in many forms
Every human being is wonderfully unique
All of us contribute in different ways
When we learn to honor the differences and appreciate the mix,
We find harmony.
—Anonymous (1994)

In our experience, teachers find it beneficial to enhance their abilities to listen, to empathize, and to examine issues from the perspectives of others. Given the diverse environments in which teachers are trying to make change, these skills are valuable tools for teacher leaders to learn.

Group Skills

Teachers' work on committees and teams shows clearly that learning to work in groups requires skills. Teacher leaders can behave in new ways to influence issues of current concern for schools. Skillful teacher leaders in groups can help the group solve problems, make decisions, and manage the inevitable conflict. Taking opportunities to develop the expertise to fill the roles of a facilitator, a recorder, or a reporter in a small group can improve a teacher's capacity to lead. A teacher acting as a **facilitator** can make sure everyone in a group has an opportunity to speak, can make suggestions to keep a group on time and on task, and can focus on the process, not the content, of the discussion. A teacher acting as a **recorder** for a group can listen to all ideas presented and accurately capture the key ideas being offered; this work includes and values everyone's ideas. A teacher acting as a **reporter** can share the group's ideas by summarizing the main ideas from the discussion while using gestures and body language effectively.

Teachers who completed leadership training described how they were using group skills in their leadership roles (Hart & Segesta, 1994). One teacher shared how she used her new skills while serving as chairperson of the school planning team. Another teacher shared how he was facilitating his team's meetings and how the group skills worked much better than Robert's Rules of Order, which previously were used. A technology resource teacher described how she used her skills to facilitate a recent planning session. A curriculum coordinator told how she is now able to keep the whole group involved in sharing ideas and reaching a team decision on which everyone can agree. A special education coordinator described her success with facilitating parent and teacher conferences.

Teacher Involvement and Action in Schools

Evidence supports the benefits of teacher leaders being involved in leadership roles and having influence in their schools. When teachers work in collegial relationships and influence one another's practice, they are more creative, they are willing to work longer hours, and higher morale results (Rosenholtz, 1989). Teacher learning occurs on the job when teachers talk about teaching, observe and provide feedback to one another, work together to plan and design their classes, and teach one another about teaching (Little, 1982).

Teacher leaders cannot be involved with and influence others without accountability. If teachers acquire more power over their work situation and do not end up doing their jobs better "it will mean little or nothing as far as the education of children is concerned" (Maeroff, 1988, p. 106). The literature continues to report promising outcomes as teacher leaders have more opportunity to influence. Lieberman (1992) cites several positive outcomes of teacher leadership, such as "powerful effects on students, on the culture of the school and on the teachers' sense of efficacy" (p. 159). In a study of secondary schools, McLaughlin (1995) found that whether teachers were participating in some form of learning community was the single most important variable in predicting higher achievement among students. In learning communities, teachers learn together and influence one another's practice.

Our personal experience during interviews with teacher leaders makes us optimistic about the impact they can make. Here are but a few changes influenced by actual teacher leaders.

- One teacher leader led efforts to set up a peer mediation cadre through an alliance with the court system and the local bar association. This reduced conflicts and violent episodes at her school.

- Another teacher leader wrote and received grants to support design activities to strengthen the curriculum in an early childhood program.
- The elimination of a team leader position for his grade level was the specific change another teacher leader shared. He influenced his team to agree to rotate the leadership of the team. As a result, the teachers reported feeling involved, less stressed, and more successful.
- A language arts teacher influenced securing computers in every language arts classroom in her school. Teachers completed intensive training on the computers, and plans were to continue to meet regularly to share ideas.
- Another teacher leader convinced the school improvement team to use and adhere to an agenda for each meeting so that meeting time would be used more effectively.
- One teacher leader influenced the principal to provide compensation for club advisers by using funds that were going unused.
- Greater parent involvement was a change an elementary teacher leader shared; her results were positive, with more parents involved in school functions at her site.

American business and industry recognize that involvement of employees increases productivity. Does it not follow that teachers, if afforded the same opportunities, can increase effectiveness in the public schools? The National Governors' Association report (1986) strongly urged states to give greater autonomy to local districts, districts to give more authority to local schools, and schools, in turn, to give more responsibility to teachers. In a study of shared decision making in high schools, however, teachers still had little influence on decisions in their schools. The teachers were disillusioned by the lack of power they felt (Cambone et al., 1992). A study of leadership among 400 high school teachers found that teachers believed that the influence of teacher leaders was curtailed by the school culture, professional norms, and sometimes by teachers' own self-imposed limits (Wilson, 1993). Norms of shared governance are largely absent from the workplaces of many public school teachers (Johnson, 1990). Johnson recommended that schools rely more on the expertise of teachers by granting them greater involvement in decisions about what they teach and how to run their schools.

From the literature, our personal experiences, and that of more than 3,000 teachers in leadership development programs, we know that public education has not reached the level at which teacher leaders are influencing schools to the hoped-for extent. Slowly, school leaders are moving toward managing work within the schools differently to involve those closest to the actual work, the teachers, in making decisions. This approach places teacher leaders in more appropriate roles and puts decision making closer to students.

Planning for Action

The final component of the model we propose for developing teacher leaders helps them answer the question, "What can I do?" (see Figure 5.2). The examples cited above are evidence of changes teachers can make when they lead and put their knowledge and skills to work on real classroom and school issues. The development of teacher leaders through the other three components of the model (personal assessment, changing schools, and influencing strategies) prepares them to take action.

Assessment activities help teachers to be clear about their own strengths and possible developmental areas as they approach leadership roles. We encourage teachers to respond to a variety of instruments that provide insight to their career stages and behavioral styles. These instruments often help teachers uncover new information about themselves. Giving and receiving feedback with colleagues is a strategy we ask teachers to practice and use in their professional lives. Personal reflection through the use of journals is a way for teachers to examine their own learning. Although knowledge of self is powerful, the teachers we work with acquire important information about colleagues as teacher leaders recognize differences between themselves and others. Teacher leaders' knowledge of differences and the ability to value multiple views help them use the strengths of these differences when leading individuals and groups. Answering the question, "Who am I?" in the context of their schools is necessary for teacher leaders to develop.

Teachers bring a limited frame of reference to the work of changing schools. Like most of us, when confronted with possible change, teachers first think about what the change will mean to them personally. Their thoughts, for example, center on what the change will mean to them as they see the world from the vantage point of a third-grade classroom or as a member of a middle-school interdisciplinary team responsible for 150 students every day. Preparing teachers as

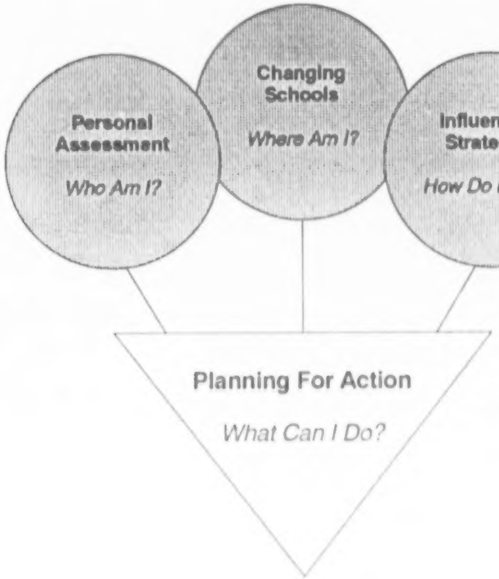

Figure 5.2.

leaders helps them develop the capacity to think about the larger context of the whole school. Development activities we recommend ask teachers to examine their faculty as a whole group and speculate about whom they will have to influence to make change. Analysis of their schools' leadership practices yields insight into how their leadership will be supported when they return to their schools. We also encourage teachers to think broadly about schoolwide changes and how they can predict stages of change. When they understand the context in which they work, they can answer the question "Where am I?"

Once teacher leaders assess themselves and understand the context in which they will be leading, they can practice skills to influence others. The goal of this work is to make a difference in schools. Teacher leaders who influence others to improve teaching and learning are to be nurtured and celebrated. Mastery and application of

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these skills provides teacher leaders with answers to the question "How do I lead?"

Development in all three related areas—personal assessment, school change, and influencing strategies—prepares teachers to plan for action. Building on personal and school visions they have for the future, they focus on what their "niche" for taking on a leadership role will be. This niche is discovered by analyzing the discrepancy between where the teachers are and where they want to be. Seeking assistance from colleagues in formulating plans as they venture into formerly uncharted territories is reassuring for many teacher leaders. Finally, teachers produce plans for action in their school settings, applying all the interrelated learnings from the leadership development model components. Teachers not only can make concrete differences in their schools but also can become continuous learners in their own settings. Leadership development for teachers is a small price to pay for the impact they can have on schools and students.

Application Challenges

For Teachers

1. Make a plan to read several articles or books that describe the continuous improvement concept as it applies to schools. Form a study group with other teachers to share what you learn from your readings and apply these ideas to the school change process at your building.
2. Reflect on your school and list the persons on the staff whom you perceive to be highly influential. Think of some specific change you hope to make at school and identify those individuals you would need to influence.
3. Seek opinions from your teacher colleagues on how you work in group or team meetings. Using the feedback received, how can you improve your performance as a teacher leader?

For Principals

1. Observe a team, committee, or department meeting. Lead a discussion with the teachers on what helped or hindered them in reaching agreements.

2. Reflect on the changes made in the past 2 years. To what extent were changes single innovations or attempts to continuously improve the teaching and learning process for all students? How can you and your teacher leaders find ways to improve what you do a little bit every day?

For Superintendents and District Staff

1. Think about the individuals and groups in your district that will need to be influenced to make teacher leadership a reality. Plan your strategy with the influential individuals and groups. Anticipate barriers you may encounter.
2. Reflect on the kinds of support the district is providing to schools to encourage teacher leadership. Ask principals and teachers what additional kinds of support they want.

For Colleges and Universities

1. Review your curriculum for preservice teachers to find out how you are preparing students to work effectively in teams and groups. How are you preparing them to interact productively with those who are different from themselves?
2. Approach your local school districts and hold a meeting to discuss ways they would like to see their teachers prepared to participate in leadership and decision making in schools. Be prepared to listen openly and be accepting of their opinions.

Conclusion

Like business and industry in this country, public schools are recognizing the value of employees' influence on decisions. Most reports tell us that the involvement is not as extensive we would like it to be. As school reform efforts continue to evolve, we predict that more opportunities will become open and available to teachers. Teachers can lead in many situations. Advocates for teacher leaders have an obligation to prepare teachers with the skills to influence other stakeholders in the school change process. These stakeholder groups include other teachers, parents, students, business and community representatives, district office staff, and other persons for

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whom the outcomes of the school reform efforts are important. Teacher leaders will find group skills to be essential to lead this highly diverse group of stakeholders. Data support the notion that when provided with opportunities to lead, teachers can influence school reform efforts. Waking this sleeping giant of teacher leadership has unlimited potential in making a real difference in the pace and depth of school change.

6

Reaping the Benefits of Teacher Leadership

A primary benefit of collaborative work arrangements is that teachers earn the ultimate reward of their profession—students' growth and development. (Rosenholtz & Kyle, 1984)

Teacher leadership is emerging in many schools. Although teacher leadership can be an unexpected outcome as school reform moves into schools, the evidence of this phenomenon reminds us to take advantage of this resource. In the same way that we expect teacher leaders to take action, so should other stakeholders in education move forward the teacher leadership agenda in our nation's schools.

Two factors are critical in developing teacher leadership. First, all members of the school and district community must be committed to take action toward support of teacher leadership. Second, these same individuals are responsible for structuring an organizational environment in which teachers can develop and be sustained in leadership roles. A systematic approach to developing the leadership skills of teachers can be effective only if we pay attention to these factors. Teachers can learn the skills they need to be leaders;

the more complex task is designing a healthy context for their leadership.

Teachers' willingness to accept leadership roles, coupled with the necessary development and support in a positive organizational environment, will be the catalyst in the evolution of school change. As teacher leadership surfaces, continuous efforts are needed to resolve issues and remove barriers to take full advantage of this resource. The benefits of teacher leadership significantly enhance school reform efforts. Recognizing that reform requires steady work compels us to capitalize on the skills, knowledge, and expertise of every teacher who can be an agent of change. Ultimately, the schools of the future will look quite different from the schools of today. The evolution of teacher leadership will make the difference.

What Has to Change?

Despite teacher leadership becoming more widely recognized, it is still an idea that is not understood in many schools and districts. The schools in which it is accepted as a way of doing business are even fewer. Why isn't teacher leadership thriving in the public schools of today? What will it take to make teacher leadership an acknowledged resource?

Based on our discussions with teacher leaders and our experience in the development of these leaders, there are recurring obstacles. Some issues are within the teacher leaders themselves. Teachers tell us that they are still building their self-confidence to be leaders. Speaking up in meetings, taking the initiative to approach the principal with a plan, or seeking out information from district staff are all accomplishments that require teachers to stretch. Teacher leaders who take those risks report the positive feelings they experience when they can defend a position in a school improvement team meeting or when they help a group to reach consensus on a difficult issue. When asked to identify barriers, one teacher told us, "I guess the barrier is me."

Teachers continue to struggle with concerns about the reactions of peers to their leadership activities. Fear of opposition to their ideas and of being criticized are real to teachers who want to maintain positive relationships with their colleagues. Influencing fellow teachers and engaging them is a slow process. Committed teacher leaders, however, are tenacious and do whatever it takes to make things better for their students. A colleague teacher stated about one teacher leader, "Teachers gossip about others, but they never say anything about her. There is never an unkind word about her because she does so much. They look to her as a school leader."

The critical role of the principal in the support of teacher leaders is also an issue. If the developmental orientations of principals are high, their actions encourage, support, and remove barriers to teachers in leadership roles. Principals, by recognizing that they can increase their power by sharing it, can both make teachers more comfortable and relieve the teachers' anxiety about threatening their building administrator with leadership efforts. When a principal can identify an individual teacher's unique talents, there is greater promise for success. "I believe we need to develop leaders. They take the active roles and I stay in the shadows," remarked one principal.

Organizational constraints continue to plague the promise of teacher leadership. The organization of the school day and the school yearly calendar do not provide adequate opportunities for teachers to participate in leadership activities. Teachers feel guilty when they are not with their students, and parents worry when their children are in classrooms with substitute teachers rather than the "real" teacher. Structures within schools that continue to assign one teacher to one class of students obstruct granting released time during the workday. Changing the structure so that a team of teachers works with a group of children could allow guilt-free released time for teachers to learn, share, and solve problems. Lack of attention to the value of staff development practices results in little change being made in schools. Professional reading, coaching, study groups, networks, and delegated assignments at school are a few of the developmental strategies that could overcome this problem.

Merit and other incentive pay plans have not been successful in public education. It is difficult to create acceptable and reliable measurements of merit upon which to reward teachers. Teachers themselves are uncomfortable with this type of recognition. People are motivated primarily by intrinsic rather than extrinsic rewards. Intrinsic motivation flourishes in a context in which teacher leaders discover for themselves why their work is important and meaningful and therefore are willing to put in more effort. Teachers are unique, and the types of rewards that match their needs vary. Discovering the match for each teacher is difficult. Rewards reported by teacher leaders include additional training, peer acceptance, and increased responsibility.

Finally, the we/they mentality pervading the relationships between administrators and teachers is an obstacle to overcome in achieving the full potential of teacher leadership. Contractual agreements that keep teachers from being full partners in the educational change process with administrators and other stakeholders need to be reexamined. Waivers of policies and rules that allow schools to do what is best for children are critical to securing positive efforts and commitment from classroom teachers.

The status of teachers will be improved when teacher leadership is the norm and when we never hear the phrase "just a teacher" uttered by a state commissioner of education, a local school board member, a superintendent, or especially by teachers themselves.

Benefits of Teacher Leadership

There are myriad advantages to tapping teacher leadership. It offers teachers an opportunity to experience satisfaction in their work and allows schools to expand the involvement of talented teachers. Benefits affect students, parents, schools, teacher colleagues, and the teacher leaders themselves.

Teacher Efficacy

Teachers' sense of efficacy, or "the extent to which teachers believe they can affect student learning" (Dembo & Gibson, 1985, p. 173), is a benefit from engaging in leadership activities. If teachers believe they can influence change, we can expect productive outcomes regarding students' performance. Teachers who join in leadership roles and receive recognition for this involvement develop a belief that they can make a difference in education. Their self-esteem is increased when they realize they can work effectively with colleagues. Teachers are more willing to take on teacher leadership roles if they know the work will help their students.

Retention of Excellent Teachers

The key to reducing the flow of teachers to other professions is to develop new roles for excellent teachers that extend beyond the classroom (Busching & Rowls, 1985). Fifty percent of new teachers remain in the profession for 5 years or less (Gordon, 1991). Teacher isolation, the absence of career ladders, low salaries, and the lack of leadership responsibilities contribute to this attrition. Hart and Murphy (1990) studied teachers in their early careers. The sample was grouped into academic ability and potential. To the high-ability teachers with high potential, teacher leadership was appealing if it influenced student learning. Restructuring the school as a workplace for teacher leaders to have collegial interactions is one initiative that can encourage talented teachers to remain in the profession. Teacher leadership opportunities can promote teaching as a more desirable career and help to retain outstanding teachers who can assist in the complex tasks of school change.

Overcoming Resistance to Change

Teachers who stay in education become discouraged with the innovations imposed from outside, and the rewards are few for the teachers who attempt to use the new strategies. Failure to include teachers in leading the implementation of innovations results in resistance to change. When teacher leaders participate in shaping and leading change, there is less resistance. Credible teacher leaders can influence their colleagues to try new practices. If other teachers know that a colleague had success with a new approach and the approach matches their own beliefs about what is best for students, they are more likely to adopt the innovation. This "ripple effect" of change throughout the school results from the influence of teacher leaders.

Career Enhancement

Too much discussion of school reform centers on ineffective teachers. Perhaps a larger problem is how to provide an environment in which good teachers are motivated throughout their careers (Fullan & Stiegelbauer, 1991). Teacher leadership offers opportunities for adults in the school to expand their areas of influence.

Teachers can discover ways to advance their careers horizontally, rather than up the traditional career ladder into school administration. Teacher leadership provides an opportunity to tap into the career needs of the maturing teaching force. Teachers can be revitalized through the challenge of leadership roles.

Improving Own Performance

People learn what they teach. In a leadership role, teachers can improve their own skills by helping other practitioners (Ovando, 1994). Working as staff development trainers, peer coaches, and curriculum specialists provides teachers with opportunities to examine their own practices while helping others to learn. This type of work encourages the reflection of all participants. As teachers compare their own practice to others, they cannot help but reflect on how they can use a variety of strategies with their own students to improve performance.

Influencing Other Teachers

As schools are presently organized, the principal influences the organizational climate of the school, but this person can touch the lives of only a limited number of people. Teacher leaders can collaborate with principals who are overwhelmed with demands from within and from outside the school. This offers teachers opportunities to influence other teachers and also to influence practices and policies in their schools. Holding the respect of their colleagues, capable teacher leaders can help less skillful teachers in the school to improve their performance.

Accountability for Results

As authority for making decisions moves closer to those who must carry out these decisions, teachers become accountable for their students' learning (Darling-Hammond, 1990). Principals, out of a sense of responsibility, often hold on to the decision-making power to protect themselves from being placed in situations in which they can be blamed for a poor decision. A collective responsibility for student achievement could help the principal let go and move toward shared leadership (Little, 1988). Teachers will be reluctant to take responsibility for results over which they have little control. As teachers are given authority to make student-related curriculum and instructional decisions, they will better understand how they are accountable for student outcomes. The ultimate value of teacher leadership is improved practice and increased student performance. Principals and teachers together can accept collective responsibility for these results.

The Future of Teacher Leadership

What will teacher leadership look like in the 21st century? If the giant, untapped resource of teacher leadership is to serve the schools, the incremental evolution of school reform as we know it must be accelerated. Small changes will no longer be enough; reinvention is needed. The present structure of schools does not meet the needs of the children of today's students. Where do we begin to reinvent? We must look at the entire system to make the revolutionary changes; all parts of the system will affect the results we can expect. Transformation must extend from the way universities prepare teachers for their roles to the organizational structures of schools of today. Our outmoded perceptions of students' passive roles in schools will shift. Administrative roles will give way to a set of leadership functions accepted by a variety of leaders in the school. The information age, changing demographics, and societal trends give us no choice but to make these changes.

Revolutionary change at the university level will be difficult but demanded. Those responsible for the preparation of teachers will spend most of their time experiencing the role of teacher in real school settings. University professors, on site in the schools, and teacher leaders will collaborate to provide the best experiences for preservice teachers.

The role of the university will be to provide opportunities for students to reflect on their school-site experience, to draw on research and theory to guide practice, and to help students in assessing their own progress. The question of how schools and universities can learn to work together will be irrelevant; the universities will not participate in teacher preparation without collaborative relationships with schools. The seeds of the revolution of the universities' role in schools are being sown now by the pioneers in the professional development school movement across the country.

The use of technology and distance learning capabilities will allow preservice and practicing teachers to access universities without traditionally defined borders and campus settings. State-of-the-art learning experiences will include topics such as brain research, group process, human motivation, critical and analytical thinking, media and technology, leadership, and problem solving. A required sequence of coursework for undergraduate and graduate programs will be replaced by a set of expected behaviors, attitudes, and experiences teachers must develop to be prepared for leadership. To strengthen the integration of curriculum, there will be less emphasis on specialization in subject areas and more importance placed on teachers as well-grounded generalists. Teachers in the information age will have no choice but to be lifelong learners and will supplement their personal knowledge by constantly accessing on-line databases along with their students. An individual may enter teaching as one of several careers in a lifetime, and the university will encourage this teacher to capitalize on previous work experiences in preparation for teaching.

Certification will be granted based on both national and district standards. Performance will be assessed through self-appraisals as well as by peers and by university and school-site personnel. Additional stringent criteria will be developed by local schools or communities to ensure the competence of candidates in meeting needs for teachers in specific locations.

Leadership by teachers will be essential in the organizational structures of future schools. New patterns of organizing and using time will encourage schools to adopt daily, monthly, and yearly calendars to meet the needs of lifelong learners, to make full use of available facilities, and to provide services to families. The teacher leader will learn, share with other teachers, and interact with students in person or on-line as part of a normal workday. Technology will enable an individual student to learn at his or her own pace, whether in the school or at an off-site location. Access to on-line communication will link learners to unlimited information and to one another. What we think of today as alternative and innovative approaches will be available to all teachers and students. Given the high-tech environment of schools of the future, teacher leaders will provide a "high-touch" environment by developing facilitative and caring relationships with students.

Teacher leaders will serve as models for students who will govern themselves in highly diverse learning environments. They will coach students in developing relationships to get along in multicultural environments and will provide opportunities for them to experience being citizens of democratic organizations. Rather than being passive consumers, students will be included in curriculum planning efforts and will work side by side with their teachers in designing their own learning experiences.

The laments of "they'll never let us do it that way," common responses heard from teachers today, will change to " 'they' are us" in schools of the future. Dependence on a single heroic leader in schools will be relinquished; "collective leadership" (Boles & Troen, 1994) will become the norm. Specific roles taken now by the principal or a district staff member could evolve to a set of functions taken on by those in a variety of roles. Teachers will join with parents and others in the community to increase the effectiveness of schools.

Besides creating collaborative cultures, teacher leaders will be called on to develop expertise in marketing their schools and in developing resources to supplement shrinking state and federal education funding. Privatized services, such as food service and transportation, will require teacher leaders to be consumers of materials and services needed to accomplish educational plans developed in cooperation with parents and students.

The role of teacher leader can be motivating and challenging in the schools of the future. Teachers will accept empowerment as their right rather than shy away from leadership because of experience with pseudo-involvement in governing schools. Teachers and university personnel will enjoy mutually satisfying relationships working together on the common goal of improving education for all students. Adversarial relationships between students and teachers will diminish as students acquire more control over their own learning situations. No longer will there be the select few who faced the disdain of their colleagues; instead, all teachers will participate in a community of leaders.

The value of teacher leadership can be significant in terms of realizing an educational system in America that provides both excellence and equity. Preparing students to live productively in the 21st century is no small task. The potential for accomplishing this goal is heightened when the vast talents of all human resources are developed and then empowered to make a difference in the schools of tomorrow.

Appendix A

Dimensions of Teacher Leadership

We find schools that support teacher leadership display certain identifiable characteristics; we call these characteristics Dimensions of Teacher Leadership. Understanding these dimensions is important because organizations can unknowingly set up obstacles to teacher leadership. Often, the people within a school or school district do not realize that the policies established and the practices followed may limit the development of teacher leaders. We developed an instrument, the Teacher Leadership School Survey, to measure teachers' perceptions of how their own schools model effective practices in teacher leadership.

Following is a description of the dimensions that are characteristic of schools in which teacher leadership is supported and is thriving.

Developmental Focus

Teachers are assisted in learning new knowledge and skills and are encouraged to help the learning of others. Practices in evidence include mentoring by faculty and administrators so that new and transferring teachers learn the school culture, policies, and practices in the building. Teachers are provided with necessary assistance, guidance, and coaching. In classrooms, teachers are involved in observing and giving feedback to one another. Within the school, many strategies are used to help faculty and staff acquire knowledge and skills. Professional development, journal readings, study groups, and classroom observations are typical activities.

Recognition

Teachers are recognized for the professional roles they take and the contributions they make. When teachers are acknowledged, they feel that others have confidence in them and that their skills and competence are recognized by others. A sense of mutual respect exists among teachers. There are processes for formal recognition of individuals who aid in moving the school ahead or for those who enhance student learning. Teachers recognize one another, verbally or in writing, for the positive contributions they make.

Collegiality

Teachers collaborate on instructional and student-related matters. Examples of collegial behavior include teachers discussing strategies, sharing materials, or observing in one another's classrooms. Teachers are involved in influencing colleagues' teaching and see one another work with students. Time is spent by teachers discussing teaching and learning. Strategies to solve students' academic and behavior problems are shared by several teachers. These collegial relationships within a school or a school district influence how teaching and learning are accomplished.

Autonomy

Teachers are encouraged to take the initiative to make improvements and to be innovative. Barriers are removed and resources are found; time is provided to encourage teachers to try new ways of improving teaching and learning in the school. Administrators and other teachers provide encouragement to teachers who wish to make changes to the curriculum or instructional strategies. Waivers of policies or rules are made when necessary so that teachers can do things that are in the best interest of students.

Participation

Teachers are involved actively in making decisions and have input on important matters. Department chairpersons, team leaders, and other key leaders are selected with the participation of all teachers. Teachers may help with screening and selecting new faculty members. Decisions such as how time is used and how the school is organized are made at the school. A consensus process involving representatives of the entire faculty, parents, students, and other stakeholders is used to guide the work of the teachers and administrators. Opinions from teachers are solicited to help in the development of a shared vision for the school. Teachers have the authority to make specific decisions and feel that they have freedom to make choices.

Open Communication

Teachers both send and receive communication in open, honest ways and feel informed about happenings in their school. Teachers discuss ways to better serve students and their families and share opinions and feelings freely. People are not blamed when things go wrong; instead, discussion of how to do things better the next time takes place. Teachers work together in problem solving.

Positive Environment

Teachers experience a positive climate and effective administrative leadership. There is general satisfaction with the work environment, and teachers feel respected by one another and by parents, students, and administrators. There is frequent engagement in learning new knowledge and skills, and school personnel frequently function together as teams. People who work at the school feel positive about what they are doing to meet student needs.

The Teacher Leadership School Survey is a self-scoring instrument available from:

Professional Development Center, Inc.
19651 Bruce B. Downs Blvd.
Suite D3155
Tampa, Florida 33647

Telephone 800-332-2268
Fax 813-973-8414

Appendix B

Philosophy of Education Inventory

Lorraine M. Zinn
*Lifelong Learning Options,
Boulder, Colorado*

As a profession, teaching has become a rather complex endeavor. Schools, and teachers, are expected to address a multitude of social issues and personal needs of students, while continuing to provide the "basics" of a "good education." How can we best educate our children? How are we to make difficult choices about education?

School districts and entire communities argue about what schools are supposed to do and how they should do it. School boards are split into factions, with ardent supporters of "Outcomes-Based Education" pitted against "Back to Basics" proponents. After much debate, junior high schools become middle schools; then the middle school concept is reexamined. Many parents and community leaders believe that schools should be teaching students about sex, violence, drug abuse, and other crucial social issues; others believe just as strongly that these issues should be addressed by parents, churches, youth clubs, and various community agencies.

Underlying the heated discussions about these issues is the crucial question: "What is the purpose of education?" Educational philosophy offers a basis for clarifying the purpose(s) of education. Teachers and schools do not engage in the business of education

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without some underlying purpose, even if the purpose is not explicitly articulated (Zinn, 1991).

Relevance of Educational Philosophy

Educational philosophy offers a means by which educational purpose(s) can be articulated. A philosophy of education represents a comprehensive and interrelated set of values and beliefs as applied to education—beliefs about the purpose and nature of human life, the role of the individual in society, purposes or goals of learning and education, role(s) of teachers and students, important subject matter, and effective teaching approaches.

Differences in educational philosophy lead to different forms of education. For example, early American public education focused both on teaching basic literacy ("the 3 R's") and reinforcing prevailing (Christian) beliefs about what was "good" and "right." The Black Studies programs of the late 1960s were designed to instill and reinforce ethnic pride; more recently, multicultural studies highlight and positively reinforce the cultural diversity within our society. Maria Montessori's teaching system was developed to encourage individual growth rather than to socialize or "indoctrinate" children. "Back-to-Basics" schools reflect a belief that the foundation of a good education includes a solid grounding in reading, writing, and mathematics. Environmental education is, to a great extent, a "consciousness-raising" effort designed to influence major changes at all levels of our society.

The most familiar educational philosophy may be the Progressive approach generally attributed to Dewey (1916/1966), who proposed a dramatic departure from the traditional, or Conservative, approach to education. Other educational philosophies have evolved over the years, with different names and classification schemes. Regardless of their differences, all educational philosophies reflect values and beliefs about certain aspects of education (Apps, 1973; O'Neill, 1981/1990; Zinn, 1983):

- **Purpose(s)** (or **Goals**) of education
- **Content (Subject Matter)** to be taught or emphasized
- **Methods** of instruction and evaluation
- **Teacher** role(s)
- **Student/Learner** role(s) and characteristics

The reason there are multiple educational philosophies is that educators (and parents, legislators, school board members, educational theorists, etc.) hold a wide range of beliefs and values about each of these aspects of education.

A Personal Philosophy of Education

Major decisions about the purpose(s) and direction of education are typically made at the school district level, or even at state and national levels. More recently, some of the decision-making responsibility has been delegated to individual schools, with input from teachers, parents, and other community representatives. There is still an element of choice for individual teachers when it comes to such things as what to emphasize when teaching, what to downplay or avoid, what materials to use, and how to assess learning.

A teacher may ask him/herself questions such as

- Given the designated school curriculum, are there sections I think I should emphasize more than others?
- Which classroom materials will I use? If given limited or no choice, how will I use the assigned materials? What else might I add to them?
- Will I use teaching strategies that focus more on individual or collaborative learning?
- How much do I want to challenge my students as learners, and how much do I want to nurture their individual growth and development?
- What are the most important things I can teach my students? If I have to let something else go, what will it be?

Answers to such questions can be found, at least in part, in a teacher's personal philosophy of education.

Why a Personal Educational Philosophy for Teacher Leaders?

There are several compelling reasons why teachers should be encouraged to develop their own personal philosophy of education.

- Educational philosophy offers a foundation on which to base important decisions about curriculum, instruction, and evaluation. In daily lesson planning and classroom teaching, it is the teacher who makes such decisions.
- There is a wealth of information for teachers about what to teach and how to teach, but relatively little information on why teachers should cover particular content and use particular methods. A personal educational philosophy provides a "touchstone" for teachers to remind themselves why they do what they do.
- Exploring educational philosophy can reveal areas of inconsistency or disagreement among teachers or between an individual teacher and the school or district, and it can also reveal areas of common ground and mutually supportive beliefs. All these insights are valuable to teachers.
- Teachers are likely to be better leaders in their schools and districts if they understand how educational philosophy impacts education and if they are able to share this understanding with other teachers, parents, school administrators, and school boards.

Specifically, a personal philosophy of education offers several benefits.

- An integrated, consistent basis for making educational judgments and decisions
- A framework for asking better questions and answering questions better, in terms of education
- Assistance in distinguishing between what is worthwhile and what is trivial, and what is more important or less important
- Expanded vision and enhanced meaning in one's life and work
- Greater congruence between a teacher's beliefs or values and the actions taken and decisions made on a day-to-day basis
- Insight into relationships between teacher and learner, and among learners, subject matter, and the world outside of school

- A basis for mutual understanding and productive working relationships among members of an instructional "team" and between teachers and school administrators (Zinn, 1991, pp. 44-45)

Philosophy of Education Inventory

How can a teacher develop a personal philosophy of education? Is it time to sit down with pen and paper (or computer) and create a series of "I believe . . ." statements about the students, subject matter, teaching strategies, and educational purposes? Actually, there is an easier way to clarify one's personal educational philosophy, using a self-assessment tool that links beliefs and values to educational decisions and practices. A copy of the Philosophy of Education Inventory (PEI) (Zinn, 1996) has been reprinted at the end of this appendix.

Before going any further in your reading, you may want to take a few minutes to complete and score the PEI (pages 117-134). Then come back and find out more about your personal philosophy of education.

Interpreting Your Results

What did you discover? Were you surprised? Or did the results confirm what you have generally believed to be your philosophical orientation? Do you recognize the various teaching methods, buzzwords, educational practices, and theorists associated with your primary philosophical orientation? A bit more information and a few examples might be helpful in interpreting your results on the PEI.

Are the Labels and Scores Important?

Five prevailing philosophies of education have been identified in the PEI, using commonly understood titles, or labels: *Behavioral*, *Comprehensive*, *Progressive*, *Humanistic*, and *Social Change* philosophies of education. These labels distinguish one philosophy from another and validate teachers' beliefs and values as being representative of generally recognized and respected educational philosophies.

The intention of the PEI, however, is not to label or be labeled. This is not a test or a contest in which higher scores are somehow better. The primary focus should be on exploring one's beliefs and values in the context of daily decisions and choices faced by all educators. If the labels and scores further teachers' understanding of educational philosophy and its relevance to teaching, then they are useful; if they get in the way and make people feel as if they're trapped in a box, then the labels and scores are not useful and should be considered relatively unimportant.

Behavioral Philosophy

From a Behavioral standpoint, the primary purpose of education is to teach children to comply with certain standards or expectations set by societal leaders or professional experts. Behaviorism in education emphasizes control, behavioral modification, learning through reinforcement, and management by objectives (Anthony, 1993, p. 1). The focus of instruction might be to teach right from wrong (e.g., religious catechism), to teach a procedure or sequence of steps (e.g., the correct way to operate a piece of equipment), or even to teach people to obey instructions without questioning authority (e.g., military training). Behavioral educational philosophy tends to support societal values such as productivity, technology, efficiency, and measurability, and it is not particularly supportive of progress, change, individualism, and self-reliance (Podeschi, 1986, p. 5).

Generally, Behavioral education relies on step-by-step teaching methods where one skill must be mastered before another is started, and it incorporates lots of practice with feedback and (positive or negative) reinforcement. The Behavioral philosophy of education is more closely aligned with vocational education than with an American literature or music appreciation course, and it is more compatible with teaching young children basic mathematics than teaching high school students to use math concepts to make financial projections.

Comprehensive Philosophy

The Comprehensive philosophy of education is symbolized by a liberal arts approach, the primary purpose of which is to provide a broad-based, general education rather than a specialized or vocational education. The emphasis in this philosophy is on liberal learning, organized knowledge, and the development of the intellectual powers of the mind (Anthony, 1993, p. 1). Comprehensive education focuses on "shared cultural values, including notions of a common history, common political and economic attitudes, common languages, and a common vision of the future" (Howard, 1992, p. 2). Societal values such as progress, change, newness, optimism, activity, practicality, efficiency, measurability, and technology are not strongly represented in the Comprehensive philosophy of education (Podeschi, 1986, p. 5).

In recent years, this approach to education often has been dismissed as being outdated and irrelevant, partly because of its reliance on noninteractive teaching methods (e.g., lecture and note taking) and its emphasis on historical content rather than current societal issues. There is more to this philosophy, however, than the rote transmission of cultural content. Inherent in a Comprehensive educational philosophy is the importance of integrating knowledge acquisition with development of intellectual abilities (e.g., critical and creative thinking skills) and a conceptual understanding of ideas and values (e.g., how history, literature, psychology, sociology, and politics are all relevant to understanding book censorship). A recent example of the reemergence of Comprehensive educational philosophy is the Paideia Program, which has as its basic premise the belief that "all genuine learning arises from the activity of the learner's own mind. . . . When the activities performed by the teacher render students passive, the latter cease to be learners—memorizers perhaps, but not learners" (Adler, 1984, p. 47). Some of today's alternative public schools, as well as many long-standing private schools, have been founded on a Comprehensive philosophy of education.

Progressive Philosophy

The primary focus of Progressive educational philosophy is educating people to live responsibly and resolve problems cooperatively within a democratic society. The term *Progressive* may seem to be a misnomer, yet in the early years of this century (Dewey, 1916/1966), it was immediately recognizable as the antithesis of conservative or traditional (liberal arts) education. Essential elements of Progressive philosophy include a commitment to teaching children to be responsible citizens, emphasizing real-life experience in the learning process, making schools and classrooms into communities of learning, encouraging active inquiry on the part of children, and developing schools that can embrace cultural difference instead of smothering it (Featherstone, 1991, p. x).

Currently, Progressive educational philosophy is evidenced through cooperative learning efforts, community service projects, multicultural education, authentic assessment, and the school improvement teams of teachers and parents who have assumed some of the planning and decision-making responsibilities formerly reserved for school boards and administrators. A primary role of the teacher in a Progressive education is guidance, "assisting through cooperation the natural capacities of the individuals guided (Dewey, 1916/1966, p. 23). An example of this guidance/cooperation concept put into practice is Group Investigation,

> a cooperative learning strategy that integrates interaction and communication in the classroom with the process of academic inquiry. It enables the classroom to become a social system built both on cooperation among students in small groups and on coordination between groups in the classroom. (Sharan & Sharan, 1992, p. ix)

In recent years, the concept of education for democracy seems to be interpreted primarily as cooperative learning and realistic learning experiences designed to prepare children to live in the world outside of school. Educational programs focusing on drug awareness, domestic and societal violence, and sex education do encourage children to be responsible citizens in a democratic society.

Humanistic Philosophy

Humanistic education is sometimes referred to as education for self-actualization, or "self-initiated development of a person's skills and potentials to lead to a fulfilling life of challenge and growth" (Gross, 1991, p. 33). Humanistic philosophy is strongly aligned with Abraham Maslow's psychology of human motivation, in which self-actualization is considered to be the ultimate goal of human development. Humanism emphasizes freedom and autonomy, trust, cooperation, participation, and self-directed learning (Anthony, 1993, p. 1). Humanistic educational philosophy tends to support societal values such as individualism and self-reliance, while it is not particularly supportive of productivity, technology, efficiency, and measurability (Podeschi, 1986, p. 5). The primary focus of Humanistic education is to support and facilitate the personal growth and development of each individual student. An example of this philosophy is the recent trend toward inclusion of all students in regular classrooms, rather than putting less abled or physically or developmentally challenged students in special education classes. (Notice how even the descriptive terms have changed?)

A recent study of the relationship between "teacher belief systems" and teacher effectiveness identified a number of teacher beliefs as being humanistic in nature: "trust, acceptance, friendship, respect, self-discipline, democratic climate, flexibility, student self-determination, and nonpunitive, nonmoralistic attitudes" (Agne, Greenwood, & Miller, 1994, p. 149).

A basic assumption of Humanistic educational philosophy is that "human nature is essentially good" (Elias & Merriam, 1995, p. 117). A fundamental orientation of Humanistic educational philosophy is the concept of caring, which is strongly supported by Noddings, author of *The Challenge to Care in Schools* (1992). Noddings suggests that school curricula be completely reorganized "around themes of caring for self, for intimate others, for strangers and global others, for the natural world and its nonhuman creatures, for the human-made world, and for ideas" (1995, p. 675).

Social Change Philosophy

This philosophy views education as a primary force for transforming society, and it emphasizes freedom and autonomy of the learner. A major theme of Social Change philosophy is a recognition of the influences of cultural, political, and economic factors on individuals and groups. Social Change education "generally runs against the current of American value patterns . . . pushing for political consciousness and social action, [emphasizing] knowledge as power and a partnership between teachers and students" (Podeschi, 1986, p. 5). At its core, Social Change philosophy would go beyond the mainstream belief in equality of opportunity to support equality of societal conditions. Examples of this philosophy of education include the deschooling movement associated with Illich, the critical consciousness pedagogy of Freire, Shor's notion of empowering education (Shor, 1992), and resistance to state and federal authority over schools, including the current reemergence of opposition to compulsory education.

Multiple Philosophical Orientations

As assessed on the PEI, teachers tend to have either a clear primary philosophical orientation (represented by a score of 75 or higher) or to share two philosophies that are stronger (i.e., have higher scores) than others. Typical combinations are Behavioral-Comprehensive and Progressive-Humanistic. Less typical, though still compatible, combinations are Behavioral-Progressive and Progressive-Social Change. Unlikely combinations would be Behavioral-Humanistic and Behavioral-Social Change, given that the basic values underlying these philosophies are essentially incompatible.

Generally, more experienced teachers have a clearly defined philosophy (i.e., scores of at least 75 on one or two as compared to the others). Less experienced teachers often find that their scores are fairly equal among three or more of the philosophies, because their own beliefs and values about education may still be developing and may still be mingled with beliefs and values held by their parents, peers, and/or college instructors.

Regardless of experience, if there is no clear preference (i.e., fairly high score) for one or two of the philosophies, or if the highest scores represent essentially incompatible philosophies, teachers could benefit from further exploration and clarification of their personal beliefs and values about education. It would be especially helpful to look for contradictions among statements on the PEI that had the highest individual ratings (i.e., a rating of 6 or 7 on any single sentence completion item).

What About Teaching Style?

Is personal educational philosophy the same as teaching style? These two concepts are certainly interrelated, though probably not identical. Heimlich and Norland (1994) suggest that "teaching style is how you philosophically approach and then conduct . . . instruction" (p. 43). "Style is a mode of expression. . . . [It] has to do with form rather than content, process rather than product" (p. 40). Teaching style evolves as a combination of one's educational philosophy and preferred teaching methods, techniques, and/or strategies.

Educational philosophy is primarily concerned with why teachers do what they do, whereas methods, techniques, and/or strategies describe and guide what teachers do. Educational philosophies are fairly deeply rooted in people's life values and are unlikely to change significantly. Teaching methods, techniques, and/or strategies, on the other hand, may change depending on what works best in a particular situation.

Certain methods and techniques are more strongly supportive of a particular philosophy (e.g., cooperative learning as representative of Progressive philosophy, or group discussion as representative of Humanistic philosophy). A skilled teacher, however, may selectively mix and match a variety of methods, techniques, and/or strategies, as long as they are not inconsistent with the basic premise of a given philosophy. Examples of a mismatch would be extensive use of lecture and rote learning within a Progressive or Humanistic philosophy, or group discussion as a primary technique to support Behavioral education.

Next Steps and Practical Applications

Developing a Statement of Educational Philosophy

Sometimes teachers are asked to describe their philosophy of education in narrative form (e.g., on a job application or in an interview). The PEI can be used as a starting point for developing such a statement. Here's an example of a way to approach the task.

1. Decide whether you identify strongly enough with any one of the five philosophies to say something like, "My educational philosophy is basically Humanistic (Progressive, Behavioral, etc.)." An alternative would be to identify two closely related philosophies as being strong influences, for example, Humanistic-Progressive or Comprehensive-Behavioral.
2. Using the Philosophy of Education Inventory, select all the responses you rated 6 or 7 and start to create your narrative by rewriting those items as complete sentences (e.g., item 8 on the PEI, "In planning an educational activity, I try to create a supportive climate that facilitates self-discovery and interaction.").
3. Organize these sentences in a way that starts to shape a coherent narrative. One way to group them would be according to the five elements mentioned earlier as being inherent in any statement of educational philosophy: Purpose(s) (or Goals) of education, Content (Subject Matter) to be taught or emphasized, Methods of instruction and evaluation, Teacher role(s), and Student/Learner role(s) and characteristics. You may want to create some additional or different groupings.
4. Examine this draft statement carefully, looking for contradictions. For example, it would be inconsistent to hold equally strong beliefs about the need for teacher control and student autonomy, or a problem-oriented curriculum and a lockstep curriculum. If you find such contradictions, continue to reflect on what you believe and rewrite, delete, and/or add specific sentences until the statements within your educational philosophy are more internally consistent.
5. Finally, revise your educational philosophy statement so that it is well organized and grammatically correct. As much as possible, use language that describes your decisions and actions as a teacher rather than statements about your beliefs. (Remember that your beliefs and values are reflected in your decisions and actions.)

CAUTION: Many teachers want to create an eclectic educational philosophy, selecting particular ideas, theories, and techniques from a wide range of choices and putting them together to form a unique entity. Current trends in American education support this approach, based on the prevailing attitude that schools can, and should, "do it all." This is an admirable intention, yet it may not be feasible. Some beliefs about education are incompatible with one another, and others are even diametrically opposed. For example, from a Behavioral viewpoint, "Students learn best when the educational activity provides for practice and repetition." This concept is radically different from a Humanistic viewpoint, which suggests that "Students learn best when they are free to explore, without the constraints of a system." With an eclectic approach, then, it is important that the individual "bits and pieces" of the resulting educational philosophy be consistent with its basic premises.

Strengthening the Instructional Team

The Philosophy of Education Inventory is a valuable staff development tool for instructional teams (teachers, curriculum planners, administrators, etc.). It offers a way to defuse tension and clear up misunderstandings among people who may not see eye to eye with one another. After completing the PEI and sharing information about the results, instructional teams have reported that they could let go of the feeling of "I'm right and you're wrong" and accept that each person has somewhat different beliefs and values about education. Recognizing and validating both differences and commonalities usually lead to better understanding and communication, improved working relationships among coworkers, and more effective educational planning and decision making, all of which ultimately benefit students.

Walking the Talk

Even when people have the best of intentions, it is not unusual to find discrepancies between what people say they believe and what they actually do. Argyris and Schön (1974) tried to figure out why people have difficulty changing their actions, even when they apparently want to change. This difficulty may represent a conflict between something called theories-in-use (long-held beliefs and values that strongly influence actions) and espoused theories (the things people say they believe and value). Espoused theories and theories-in-use are often incompatible, yet people do not recognize it. Apparently, human nature supports a fairly strong "disposition to protect the old theories-in-use."

Becoming aware of discrepancies between what we say we believe and what we actually do as teachers could offer some valuable insights. The PEI offers a way to start this self-assessment. After completing the inventory, you might want to review your answers with a colleague and invite her or him to observe your teaching and give you some feedback on specific areas in which your actions seem to be fairly congruent, or incongruent, with your stated beliefs.

Teachers as Leaders

Teacher leaders can use information and insights from the PEI as a foundation for decisions in developing curriculum, selecting instructional strategies, and establishing assessment methods. An exploration of educational philosophy can help members of a school community understand why they make certain choices and why they sometimes disagree about how to best educate children. Clarification of personal educational philosophies may reveal areas of incongruence between individual teacher beliefs and values, on one hand, and the operating assumptions of their schools, on the other. Teacher leaders can help colleagues explore differences and build a stronger shared vision.

Teachers can be even stronger leaders if they are clear about their values and beliefs and strive to act in congruence with those values and beliefs. Ultimately, it is teachers who will have some of the best answers to that tough question posed earlier, "How can we best educate our children?" Having a clear sense of one's personal philosophy of education can lead to some pretty good answers.

Philosophy of Education Inventory

The Philosophy of Education Inventory (PEI) is a self-assessment tool designed to help the K-12 teacher/administrator identify a personal philosophy of education and compare with prevailing philosophies of education. The PEI can be self-administered, self-scored, and self-interpreted.

Instructions for Completion

Each of the fifteen (15) items on the Inventory begins with an incomplete sentence, followed by five different options that might complete the sentence. Underneath each option is a scale from 1 to 7, followed by a small letter in parentheses. For the present, ignore the letters; use only the numbers on the scale.

To complete the Inventory, read each sentence stem and each optional phrase that completes it. On the 1-7 scale, CIRCLE the number that most closely indicates how you feel about each option. The scale goes from 1 (strongly disagree) to 7 (strongly agree), with a neutral point (4) if you do not have any opinion or are not sure about a particular option.

Continue through all the items, reading the sentence stem and indicating how strongly you agree or disagree with each of the options. Please respond to every option, even if your response is neutral about it. THERE ARE NO RIGHT OR WRONG ANSWERS.

As you go through the Inventory, respond according to what you most frequently or most likely do. If it helps you to respond more easily, you may want to focus on a specific course that you teach. If you do focus on a particular course, choose one that you feel most comfortable teaching—one that you think best reflects your preferred way(s) of teaching.

HAVE FUN!

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

1. IN PLANNING AN EDUCATIONAL ACTIVITY, I AM MOST LIKELY TO:

Clearly identify the results I want and develop a class or program that will achieve those results.

1 2 3 4 5 6 7 (c)

Identify, with equal participation from students, significant social, cultural, political, and/or economic issues and plan learning activities that would help the students have an impact on social change.

1 2 3 4 5 6 7 (h)

Begin by choosing content or subject matter that is likely to benefit students for the rest of their lives.

1 2 3 4 5 6 7 (a)

Make sure the activity is relevant to students' lives outside of school.

1 2 3 4 5 6 7 (d)

Find out what is of greatest interest to the students and plan the learning activities around those interests.

1 2 3 4 5 6 7 (f)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

2. STUDENTS LEARN BEST:

When new knowledge is presented from a problem-solving approach.

1 2 3 4 5 6 7 (x)

When the educational activity is clearly structured and provides for practice and repetition.

1 2 3 4 5 6 7 (w)

Through open discussion and critical reflection with others, both inside and outside of school.

1 2 3 4 5 6 7 (z)

When they can make self-directed choices about learning methods and outcomes.

1 2 3 4 5 6 7 (y)

From an "expert" who knows what he or she is talking about.

1 2 3 4 5 6 7 (v)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

3. THE PRIMARY PURPOSE OF EDUCATION IS:

To facilitate the personal growth and development of each student.

1 2 3 4 5 6 7 (f)

To increase students' awareness of the need for social change and to enable them to effect such change.

1 2 3 4 5 6 7 (h)

To teach a broad range of content, concepts, and principles that will prepare students for learning throughout life.

1 2 3 4 5 6 7 (a)

To increase students' problem-solving skills and ability to fully participate in the society in which they live.

1 2 3 4 5 6 7 (d)

To develop students' mastery of specific knowledge and skills, so they can meet certain standards or expectations.

1 2 3 4 5 6 7 (c)

STRONGLY DISAGREE NEUTRAL STRONGLY AGREE

1 2 3 4 5 6 7

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4. THE MOST VALUABLE THINGS PEOPLE KNOW:

They learned by studying or working cooperatively with others, solving problems along the way.

1 2 3 4 5 6 7 (x)

They learned through reflective thinking focused on important issues and questions in today's world.

1 2 3 4 5 6 7 (z)

They learned through guided instruction that consistently helped them to find the right answers.

1 2 3 4 5 6 7 (w)

They gained through self-discovery rather than some "teaching" process.

1 2 3 4 5 6 7 (y)

They learned through a broad-based educational process rather than specialized or career-oriented education.

1 2 3 4 5 6 7 (v)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

5. I CHOOSE THE CONTENT I WILL TEACH BASED ON:

Consultation with students about what is important to them.

1 2 3 4 5 6 7 (f)

What I believe students need to learn next, in comparison with what they already know.

1 2 3 4 5 6 7 (c)

Current social, cultural, political, and/or economic situations and issues.

1 2 3 4 5 6 7 (h)

A consideration of students' "real-life" needs, interests, and problems outside the classroom.

1 2 3 4 5 6 7 (d)

Generally agreed-upon subject matter for a "well-rounded" education.

1 2 3 4 5 6 7 (a)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

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6. THE BEST TEACHERS START PLANNING INSTRUCTION:

By considering the specific outcomes (knowledge, skills, and attitudes) they are looking for and the most effective ways of achieving these outcomes.

1 2 3 4 5 6 7 (w)

By identifying everyday problems that can be solved as a result of the instruction.

1 2 3 4 5 6 7 (x)

By clarifying the content, concepts, and theoretical principles to be taught.

1 2 3 4 5 6 7 (v)

By identifying social, cultural, political, and/or economic issues that have the greatest impact on the lives of students and their families.

1 2 3 4 5 6 7 (z)

By asking students to identify what they want to learn and how they want to learn it.

1 2 3 4 5 6 7 (y)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

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7. AS AN EDUCATOR, I AM MOST SUCCESSFUL IN SITUATIONS:

That are unstructured and flexible enough to follow students' interests.

1 2 3 4 5 6 7 (f)

That are well structured, with clear behavioral objectives and built-in feedback loops for students.

1 2 3 4 5 6 7 (c)

Where I can focus on practical skills and knowledge that students can put to use in real life.

1 2 3 4 5 6 7 (d)

Where I can organize the subject matter in a logical way and build a solid foundation for future learning.

1 2 3 4 5 6 7 (a)

Where the students are willing to explore and critically reflect on what is going on in the world around them.

1 2 3 4 5 6 7 (h)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

8. IN PLANNING AN EDUCATIONAL ACTIVITY, I TRY TO CREATE:

An opportunity for students to explore different ways of learning and applications of their learning.

1 2 3 4 5 6 7 (x)

A setting in which students are encouraged to examine their beliefs and values and to raise critical questions.

1 2 3 4 5 6 7 (z)

A structured environment that keeps students focused and moves them systematically toward the intended learning outcomes.

1 2 3 4 5 6 7 (w)

A conceptual understanding of the breadth and depth of what is to be learned.

1 2 3 4 5 6 7 (v)

A supportive climate that facilitates self-discovery and interaction.

1 2 3 4 5 6 7 (y)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

9. STUDENTS' FEELINGS DURING THE LEARNING PROCESS:

Are crucial to the learning process and must be brought to the surface in order for students to fully engage in any learning activity.

1 2 3 4 5 6 7 (h)

Provide energy that can be focused on problems or questions.

1 2 3 4 5 6 7 (d)

Reflect the uniqueness of each student and should be expressed and valued in the learning process.

1 2 3 4 5 6 7 (f)

Are likely to get in the way of learning by diverting the students' attention.

1 2 3 4 5 6 7 (c)

Are not as important as what students are thinking.

1 2 3 4 5 6 7 (a)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

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10. THE TEACHING METHODS I PREFER TO USE:

Focus on problem-solving and present real challenges to the students.

1 2 3 4 5 6 7 (x)

Emphasize practice and offer constructive feedback so that students can get the right answers and learn essential skills.

1 2 3 4 5 6 7 (w)

Are mostly nondirective, encouraging students to take responsibility for their own learning.

1 2 3 4 5 6 7 (y)

Involve students in discussion and critical examination of controversial issues.

1 2 3 4 5 6 7 (z)

Are designed to help students develop effective thinking and reasoning abilities.

1 2 3 4 5 6 7 (v)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

11. WHEN STUDENTS ARE UNINTERESTED IN A SUBJECT, IT IS BECAUSE:

They don't realize how seriously their lives and their future may be impacted by the issue being studied.

1 2 3 4 5 6 7 (h)

They don't see any benefit for their daily lives outside of school.

1 2 3 4 5 6 7 (d)

They are just not "motivated" to learn.

1 2 3 4 5 6 7 (a)

They are not "ready" to learn it, or they aren't getting enough practice or feedback.

1 2 3 4 5 6 7 (c)

That subject isn't a high priority for them personally; they are more interested in something else.

1 2 3 4 5 6 7 (f)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

12. DIFFERENCES AMONG STUDENTS:

Are relatively unimportant as long as the students gain a common base of understanding through the educational experience.

1 2 3 4 5 6 7 (v)

Enable them to learn best on their own time and in their own way, and should be valued and strongly supported.

1 2 3 4 5 6 7 (y)

Must be respected, and will usually lead them to make different applications of knowledge and skills to their own situations.

1 2 3 4 5 6 7 (x)

Arise from their particular cultural and social situations and are extremely relevant to the educational process.

1 2 3 4 5 6 7 (z)

Will not interfere with their learning if each student is given adequate opportunity for practice and reinforcement.

1 2 3 4 5 6 7 (w)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

13. EVALUATION OF LEARNING OUTCOMES:

Is not of great importance and is not easily accomplished, because the impact of education should be more evident outside of school than in a classroom.

1 2 3 4 5 6 7 (h)

Should be built into the system, so that students will continually receive feedback and can adjust their performance accordingly.

1 2 3 4 5 6 7 (c)

Is best done by the students themselves, for their own purposes.

1 2 3 4 5 6 7 (f)

Lets a teacher know how much information and conceptual understanding each student has acquired, in comparison to other students.

1 2 3 4 5 6 7 (a)

Is most effective if students can demonstrate their ability to use what they have learned in practical ways.

1 2 3 4 5 6 7 (d)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

14. MY PRIMARY ROLE AS A TEACHER IS TO:

Set clear expectations and lead students step by step through educational activities with well-directed feedback.

1 2 3 4 5 6 7 (w)

Introduce students to a broad range of information and ways of thinking about the world.

1 2 3 4 5 6 7 (v)

Help students "learn how to learn" effectively.

1 2 3 4 5 6 7 (x)

Increase students' awareness of social, cultural, economic, and/or political issues and help them learn how to have an impact on societal conditions that need to be changed.

1 2 3 4 5 6 7 (z)

Facilitate, but not to direct, learning activities that are meaningful to students.

1 2 3 4 5 6 7 (y)

STRONGLY DISAGREE			NEUTRAL			STRONGLY AGREE
1	2	3	4	5	6	7

15. IN THE END, IF STUDENTS HAVE NOT LEARNED WHAT WAS TAUGHT:

They lacked appreciation for the subject matter, or found the intellectual challenge too demanding.

1 2 3 4 5 6 7 (a)

They need to repeat one or more learning activities until they can master it (or at least meet minimum standards).

1 2 3 4 5 6 7 (c)

It's okay, because they probably learned something else that they considered just as interesting or important.

1 2 3 4 5 6 7 (f)

They don't realize how learning will enable them to significantly impact the world in which they live.

1 2 3 4 5 6 7 (h)

It is probably because they are unable to make practical application of what was taught to problems in their daily lives.

1 2 3 4 5 6 7 (d)

[GO TO THE NEXT PAGE TO FIND OUT HOW TO SCORE YOUR ANSWERS.]

Scoring Instructions

After completing the inventory, go back to your responses and find the small letter in parentheses to the far right of each rating scale. This is a code letter for scoring the Inventory. Transfer each of your numbers from the rating scales to the Scoring Matrix in the righthand column. For example, for item 1, if you circled a 5 for option (h), write the number 5 in the box for 1(h). Item 1 has five different responses: h, c, a, d, and f. Record all five of your responses for item 1, then continue with items 2 through 15. When you finish, there will be numbers in every other square in the matrix (like a checkerboard).

Item	c	w	a	v	d	x	f	y	h	z
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
Subtotals										
Add	c + w		a + v		d + x		f + y		h + z	
Your scores	B =		C =		P =		H =		S =	

Figure B.1. Philosophy of Education Scoring Matrix

[PLEASE COMPLETE THE SCORING MATRIX.]

Your Total Scores

Now, add all the numbers by columns, from top to bottom, so you have ten separate subtotals. None of these subtotals should be higher than 56, nor should any be lower than 7. For TOTAL SCORES, combine the subtotals from the columns on the Scoring Matrix, as indicated below. Note: Final scores should be no higher than 105 nor lower than 15.

B (c + w) = _______ C (a + v) = _______ P (d + x) = _______

H (f + y) = _______ S (h + z) = _______

What Your Scores Mean

B = BEHAVIORAL EDUCATION
(Education for Compliance With Standards)

C = COMPREHENSIVE EDUCATION
(General Education for Life)

P = PROGRESSIVE EDUCATION
(Education for Problem Solving in Society)

H = HUMANISTIC EDUCATION
(Education for Self-Actualization)

S = SOCIAL CHANGE EDUCATION
(Education for Transforming Society)

What Is a Philosophy of Education?

A Philosophy of Education represents a comprehensive and interrelated set of values and beliefs as applied to education—including beliefs about the purpose and nature of human life, the role of the individual in society, purposes or goals of education, role(s) of teachers and students, important subject matter, and effective teaching approaches.

An educational philosophy is much broader than a preference for specific teaching methods—although preferred teaching techniques are usually consistent with the educational philosophy. Teaching techniques representative of one philosophy, however, may be used selectively by a teacher who has a different educational philosophy. Educational philosophies are fairly deeply held, closely aligned with people's life values, and unlikely to change significantly. Teaching techniques, on the other hand, may vary depending on what works best in a particular situation, as long as the techniques are not incompatible with basic premises of a teacher's philosophy of education.

In Table B.1, you will find brief descriptions of these five Philosophies of Education (descriptions are adapted from Anthony, 1993; Elias & Merriam, 1995; and O'Neill, 1981/1990). You may want to write your score for each Philosophy above the column that describes it. Your highest score reflects the Philosophy that is closest to your own beliefs; your lowest score reflects a Philosophy that is least like yours. For example, a score of 95-105 indicates that you strongly agree with that Philosophy; a score of 15-25 indicates that you strongly disagree with a given Philosophy.

Most educators have a clear primary philosophical orientation or share two that are stronger than others. Typical combinations are Behavioral and Comprehensive, Progressive and Humanistic, Progressive and Social Change, and Humanistic and Social Change. On the other hand, it is quite unlikely that you would have high scores in both Comprehensive and Social Change or in Behavioral and Humanistic philosophies. These philosophies have key underlying assumptions that are inherently contradictory. (For example, the primary purpose of Behavioral Education is to ensure compliance with expectations or standards set by others, whereas Humanistic Education is intended to enhance individual self-development, which may or may not meet anyone else's expectations or standards.)

If you find your scores fairly equal among all the Philosophies, or spread among three or more, you may want to spend some time clarifying your beliefs and values and looking for possible contradictions among them.

There is no right or wrong Philosophy of Education. The Inventory is designed to reflect back to you some of your own beliefs, not to make judgments about those beliefs. It is up to you to decide how your beliefs may influence your decisions and actions as an educator, and how your personal educational philosophy may be well suited, or perhaps not the best match, for the educational setting in which you work.

TABLE B.1 Five Philosophies of Education

	B = ______	C = ______	P = ______	H = ______	S = ______
Total Scores	*Behavioral Education*	*Comprehensive Education*	*Progressive Education*	*Humanistic Education*	*Social Change Education*
Purpose(s)	To promote skill development and behavioral change; ensure compliance with standards and societal expectations	To develop intellectual powers of the mind; to enhance the broadest sense of learning; to provide a general, "well-rounded" education	To support responsible participation in society; to give students practical knowledge and problem-solving skills	To enhance personal growth and development; to facilitate self-actualization	To bring about, through education, fundamental social, cultural, political, and economic changes in society
Student(s)	Students not involved in setting objectives; expected to master one step before another; practice behaviors/skills to get them right	"Renaissance person"; cultured; seeks knowledge; expected to gain conceptual and theoretical understanding	Student needs and experiences are valued; all student cultures respected; student takes an active role in learning process	Student is highly motivated and self-directed; assumes responsibility for learning; highly involved in planning learning efforts	Equality with teacher in learning process; autonomous; empowered; totally voluntary participant
Teacher role	Teacher is the manager	Controller; authoritative; sets expectations; predicts and directs outcomes	The "expert"; transmitter of knowledge; clearly directs learning process; challenges students to think	Organizer; guides learning process; provides real-life learning applications; helps students work cooperatively	Facilitator, helper, mutual participant in teaching-learning exchange; supports learning process

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Concepts/ key words	Standards-based; mastery learning; performance-based; ability grouping	Behavioral objectives; behavioral modification; accountability; core knowledge	Liberal arts; learning for its own sake; general education; critical thinking; traditional knowledge; academic excellence; college prep; tracking systems	Problem-solving; practical learning; experience-based; needs assessment; transfer of learning; active inquiry; collaboration; responsible citizens; democratic ideals; community service	Freedom; autonomy; individuality; teaching-learning exchange; self-directedness; interpersonal communication; openness; empowerment; authenticity; emotional IQ
Methods	Computer-aided instruction	Lock-step curriculum; skill training; demonstration and practice; criterion-referenced testing	Lecture; critical reading and analysis; question-and-answer; teacher-directed discussion; individual study; standardized testing	Projects; field trips; simulations; group investigation; cooperative learning; thematic curriculum; portfolio assessment	Experimental learning; discovery learning; open discussion; individual projects; collaborative learning; independent study; self-assessment
People/ practices	Watson, Skinner, Thorndike, Steinberg, Tyler, Mager, vocation training, special education, certification exams, religious indoctrination, military training, management-by-objectives, "back-to-basics" programs	Aristotle, Socrates, Plato, Adler, Rousseau, Piaget, Hutchins, Great Books Society, Essentialist School, Paideia Program, Efficacy Institute, prep schools, junior high schools, gifted and talented programs	Spencer, Whitehead, Dewey, Sizer, Spady, middle schools, mainstreaming, multicultural education, sex education for social responsibility, anti-drug-abuse programs, community internships, authentic assessment	Rogers, Maslow, Patterson, Simpson, Knowles, Summerhill School, Sudbury Valley School, Montessori schools, Waldorf School, open classrooms, inclusion curriculum, credit for prior learning	Reich, Counts, Neill, Holt, Freire, Illich, Kozol, Shor, Simon, free school movement, deschooling, social action theater, diversity education, voter education, social justice education

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Appendix C

Resources for Teacher Leadership

The following materials will aid those interested in pursuing teacher leadership and will lead to other resources.

Books

Barth, R. S. (1990). *Improving schools from within.* San Francisco: Jossey-Bass.

Blase, J., & Kirby, P. C. (1992). *Bringing out the best in teachers: What effective principals do.* Newbury Park, CA: Corwin Press.

Fullan, M., & Hargreaves, A. (1991). *What's worth fighting for? Working together for your school.* Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

Levine, S. (1989). *Promoting adult growth in schools.* Boston: Allyn and Bacon.

Little, J. W., & McLaughlin, M. W. (1993). *Teachers' work: Individuals, colleagues, and contexts.* New York: Teachers College Press.

Rosenholtz, S. J. (1989). *Teachers' workplace: The social organization of schools.* New York: Longman.

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Wasley, P. A. (1991). *Teachers who lead: The rhetoric of reform and the realities of practice.* New York: Teachers College Press.

Wolk, R. A., & Rodman. B. A. (1994). *Classroom crusaders: Twelve teachers who are trying to change the system.* San Francisco: Jossey-Bass.

Instruments

Assessing Your Readiness for Teacher Leadership®
Teacher Leadership School Survey®

Professional Development Center, Inc.
Suite D3155
19651 Bruce B. Downs Blvd.
Tampa, FL 33647
Telephone 800-332-2268
Fax 813-973-8414

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Philosophy of Education Inventory®

Lifelong Learning Options
4757 West Moorhead Circle
Boulder, CO 80303-6157
Telephone 303-499-0864
Fax 303-499-7341

Organizations

Impact II (a network for innovative teachers)

285 West Broadway
New York, NY 10013
Telephone 212-966-5582

National Center for Restructuring Education, Schools, and Teaching (NCREST) (offers resources on teacher development)

Teachers College/Columbia University
Box 110
New York, NY 10027
Telephone 212-678-3432

National Staff Development Council (NSDC) (professional organization for staff development; published standards for staff development in elementary, middle, and high schools)

P.O. Box 240
Oxford, OH 45056
Telephone 800-727-7288

Training for Teacher Leaders

Leadership Development for Teachers (highly interactive 40-hour staff development program)

Professional Development Center, Inc.
Suite D3155
19651 Bruce B. Downs Blvd.
Tampa, Florida 33647
Telephone 800-332-2268
Fax 813-973-8414

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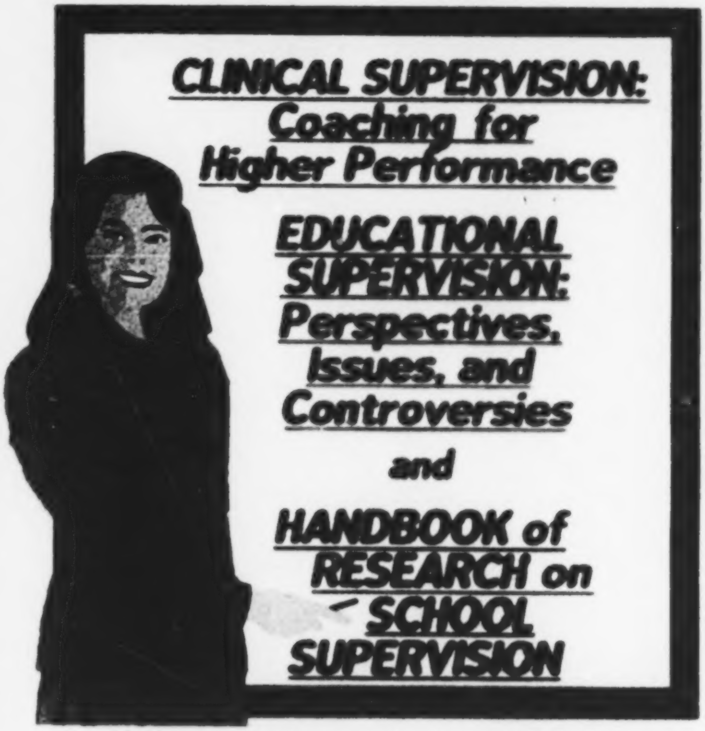

CLINICAL SUPERVISION: Coaching for Higher Performance

EDUCATIONAL SUPERVISION: Perspectives, Issues, and Controversies

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HANDBOOK of RESEARCH on SCHOOL SUPERVISION

November 1-3, 1996
Arizona State University

Conference Agenda

Friday, November 1

5:00-7:00 p.m.	REGISTRATION Mission Palms Hotel, foyer
6:00-7:00 p.m.	WINE AND CHEESE RECEPTION Mission Palms Hotel, courtyard
7:00 p.m.	DINNER Ballroom I & II Welcome: Dr. Karolyn Snyder, President Presiding: Dr. Leonard Valverde, Dean, Arizona State University
8:00 p.m.	"Educational Leaders: Thinking Beyond Curriculum and Traditional Schooling" Carolyn Warner, Former State Supt. of Public Instruction in Arizona

Saturday, November 2

8:00-9:00 a.m.	FULL BREAKFAST Mission Palms Hotel, Ballroom I
9:00-10:30 a.m.	PAPER SESSION AND DISCUSSION ASU Computing Commons, auditorium Presiding: Dr. Edward Pajak "Roles, Responsibilities, and Relationships" Dr. Allan A. Glatthorn, East Carolina University "Culture and Gender Perspectives" Dr. Geneva Gay, University of Washington "Industrial Dimensions" Dr. David Flinders, Indiana University "Career Stages" Dr. Alan J. Reiman, North Carolina State University
10:30-10:45 a.m.	Break

10:45-12:15 p.m. PAPER SESSION AND DISCUSSION
ASU Computing Commons, auditorium

Presiding: Dr. Karolyn Snyder

"Teaching Standards: An Overview
With Implications for Supervision"
Dr. Janie Hydrick
National Board for
Professional Teaching Standards

12:15-1:30 p.m. LUNCHEON
ASU, University Club

1:30-3:45 p.m. CRITICAL ISSUES DISCUSSION
ASU Computing Commons, auditorium

Presiding: Dr. Richard F. Neville

Issue 1: "Can a Supervisor Be a Coach?"
-Dr. Thomas L. McGreal, Discussant
University of Illinois

Issue 2: "Should There be National
Standards?"
-Dr. Gerald R. Firth, Discussant
University of Georgia

Issue 3: "Is Staff Development
Supervision?"
-Dr. Stephen Gordon, Discussant
Southwest Texas State University

3:45-4:30 p.m. PAPER SESSION AND DISCUSSION
ASU Computing Commons, auditorium

Presiding: Dr. Edward Pajak

"Connections in Practice:
Instructional Supervision, Teacher
Education, and Teacher Evaluation"
Dr. Joyce E. Killian,
Southern Illinois University
Dr, Fred H. Wood,
University of Oklahoma

SATURDAY EVENING ENTERTAINMENT (Optional)

6:00 p.m.	Meet Bus at Entrance of Hotel
7:00-10:00 p.m.	The "Rawhide" at Scottsdale
10:00 p.m.	Bus Returns to Hotel

Sunday, November 3

8:00-9:00 a.m.	FULL BREAKFAST Mission Palms Hotel, Ballroom I and II
9:00-9:30 a.m.	PAPER SESSION AND DISCUSSION Presiding: Dr. Jeffrey Glanz "Creating Effective Supervisors: Fostering Self Efficacy in Aspiring Leaders Through Coursework" Dr. Susan Sullivan, College of Staten Island, CUNY
9:30-10:15 a.m.	MULTIMEDIA PRESENTATION Presiding: Dr. Deanna D. Winn "Learned and Taught Helplessness: Lessons for Supervision" Dr. Carolyn J. Wood, University of New Mexico
10:15-11:00 a.m.	"COPIS in the Next Millenium" Dr. Arthur Shapiro, University of South Florida
11:00-11:30 a.m.	"Prospects for a New Supervision Journal" Dr. Jeffrey Glanz, Kean College of NJ
11:30 a.m.	COPIS BUSINESS MEETING AND CONFERENCE ADJOURNMENT

Have a safe trip home!

Awakening the Sleeping Giant

Leadership Development for Teachers

Marilyn Katzenmeyer
West Central Educational Leadership Network, Tampa, Florida
Gayle Moller
South Florida Center for Educational Leaders, Coral Springs, Florida

"A concise, accessible, and enormously generative book of ideas and actions. The ideas are right and insightful; specific guidelines for action are spelled out for teachers, principals, superintendents and university professors; instruments as springboards for analysis and development are provided. This is a book well worth investing in."

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Ontario Institute for Studies in Education, University of Toronto

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"Every teacher and principal, every staff developer and university faculty, every superintendent, central office staff, and school board member will benefit from reading ***Awakening the Sleeping Giant.*** *I applaud this work. It honors teachers, their contribution, and their potential."*

Joellen Killion, Staff Development Trainer

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